



AGENDA

STATE BOARD OF EDUCATION

December 11, 2014

Arkansas Department of Education

ADE Auditorium

10:00 AM

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Consent Agenda

C-1 Minutes - November 13, 2014

Presenter: Deborah Coffman

C-2 Minutes - November 14, 2014

Presenter: Deborah Coffman

C-3 Minutes - December 1, 2014

Presenter: Deborah Coffman

C-4 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: Ivy Pfeffer and Clemetta Hood

C-5 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 40 school districts covering a total of 126 waivers. There were also requests for long-term substitutes from 25 school districts requesting a total of 26 waivers for long-term substitutes. These requests have been reviewed, either approved or denied by Department Staff, and are consistent with program guidelines.

Presenter: Ivy Pfeffer

C-6 Review of Loan and Bond Applications

The members of the Arkansas State Board of Education are requested to review the following: Commercial Bond Applications – 1 Second Lien. With the recommendation to approve from the Loan Committee and additional information provided by the school district in its application package: Pursuant to Arkansas Code Annotated § 6-20-805 concerning the Revolving Loan Program, the State Board of Education, in its discretion and after considering the merits of each application with the loan committee recommendation, may approve a school district revolving loan application for the full amount of the proposed loan, approve the application for a loan of a lesser amount than requested, or disapprove the application. Pursuant to Arkansas Code Annotated § 6-20-1205 concerning school district bonds, a school district shall not sell bonds until the issue is approved by the State Board of Education. Therefore, the State Board of Education, in its discretion and after considering the merits of each application with the loan committee recommendation, may approve a school district bond application for the full amount of the proposed bond issue, approve the application for a lesser amount than requested, or disapprove the application.

Presenter: Cindy Hollowell and Amy Woody

C-7 Consideration of Waiver Request for Teaching License – Shannon Sanders

Shannon Sanders is a preservice teacher. On August 18, 2014, the Department advised Ms. Sanders that a background check revealed offenses that disqualify her for a teaching license and for employment at a public school as a preservice teacher under Ark. Code Ann. § 6-17-410(c). Pursuant to Ark. Code Ann. § 6-17-410(f)(3), Ms. Sanders has requested a waiver of the disqualifying offenses. The Department recommends that the Board grant Ms. Sanders a waiver without further conditions.

Presenter: Cheryl Reinhart

C-8 Consideration of Waiver Request for Teaching License – Kelly Heslep Wright

Kelly Wright is a licensed educator. On November 4, 2014, the Department advised Ms. Wright that a background check revealed an offense that disqualifies her for a teaching license under Ark. Code Ann. § 6-17-410(c) and for employment in a public school under § 6-17-411. Ms. Wright has requested a waiver of the grounds for revocation of her standard teaching license and for disqualification of employment. The Department recommends that the Board grant Ms. Wright a waiver without further conditions.

Presenter: Cheryl Reinhart

C-9 Consideration of the Recommendation of the Professional Licensure Standards Board for Case #14-045 – Harold W. Starks

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 the State Board suspend Mr. Starks' license for two (2) years and assess a fine of \$100. Mr. Stark was notified by letter dated, June 10, 2014, of the recommendation of the Ethics Subcommittee and accepted the recommendation on October 19, 2014.

Presenter: Wayne Ruthven

C-10 Consideration of the Recommendation of the Professional Licensure Standards Board for Case #14-053 – Dee F. Godwin

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 the State Board place Ms. Godwin's license on probation for two (2) years and assesses a fine of \$75. Ms. Godwin was notified by letter dated, October 6, 2014, of the recommendation of the Ethics Subcommittee and did not respond in writing within the 30-day period provided by law.

Presenter: Wayne Ruthven

C-11 Consideration of the Recommendation of the Professional Licensure Standards Board for Case #14-164 – Robert Milton Birdsong

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 the State Board issue Mr. Birdsong a written warning. Mr. Birdsong was notified by letter dated, October 6, 2014, of the recommendation of the Ethics Subcommittee and did not respond in writing within the 30-day period provided by law.

Presenter: Wayne Ruthven

C-12 Consideration of the Recommendation of the Professional Licensure Standards Board for Case #14-182 – Linda Faye Stephens

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 the State Board suspend Ms. Stephens' license for three (3) years and assess a fine of \$100. Ms. Stephens was notified by letter dated, October 6, 2014, of the recommendation of the Ethics Subcommittee and did not respond in writing within the 30-day period provided by law.

Presenter: Wayne Ruthven

C-13 Consideration of the Recommendation of the Professional Licensure Standards Board for Case #14-188 –Melanie Marie Crumpler

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 the State Board issue Ms. Crumpler a written warning. Crumpler was notified by letter dated, October 22, 2014, of the recommendation of the Ethics Subcommittee and accepted the recommendation on October 30, 2014.

Presenter: Wayne Ruthven

Action Agenda

A-1 Consideration of the Fiscal Status Special Report for the Helena-West Helena School District

The Helena-West Helena School District was classified by the State Board of Education as being in Fiscal Distress on September 13, 2010. The State assumed authority for the Helena/West Helena School District on June 20, 2011. The Helena/West Helena School District is currently in their 4th year of Fiscal Distress.

Presenter: Dr. Eric Saunders and Hazel Burnett

A-2 Consideration of the Fiscal Status Special Report for Lee County School District

The Lee County School District was classified by the State Board of Education as being in Academic Distress on April 8, 2013. The State assumed authority for the Lee County School District on April 10, 2014. The Lee County School District was classified by the State Board of Education as being in Fiscal Distress on May 8, 2014. The Lee County School District was classified by the State Board of Education as being on Year Two Probation for Accreditation on June 12, 2014.

Presenter: Dr. Eric Saunders and Hazel Burnett

A-3 Consideration of Petition for the Voluntary Annexation of the Hartford School District into the Hackett School District

On November 6, 2014, the Hackett School District and the Hartford School District submitted a petition for the voluntary annexation of the Hartford School District into the Hackett School District. The State Board of Education has the authority to consider the petition pursuant to Ark. Code Ann. §§ 6-11-105, 6-13-1401 et seq., and the Arkansas Department of Education Rules Governing the Consolidation and Annexation of School Districts.

Presenter: Jeremy Lasiter

A-4 State Board Review of PLSB Evidentiary Hearing Findings and Recommendations – PLSB Case No. 14-011; Daniel Fullerton

Violation of Standard 1: An educator maintains a professional relationship with each student, both in and outside the classroom. Following an evidentiary hearing on June 25, 2014, the Professional Licensure Standards Board Ethics Subcommittee recommended the State Board suspend Mr. Fullerton's license for two (2) years, assess a fine one hundred dollars (\$100), and require training in classroom management and anger management from a professional provider approved by the Arkansas Department of Education, with said training to be completed prior to reinstatement. Mr. Fullerton made a timely request for State Board review. The educator has filed written objections and the PLSB has filed its response. Daniel Fullerton is represented by attorney Marcia Barnes.

Presenter: Jennifer Liwo

A-5 State Board Review of PLSB Evidentiary Hearing Findings and Recommendations – PLSB Case No. 14-060; LeAnna Kelpine (Cook)

Violation of Standard 7: An educator refrains from using, possessing and/or being under the influence of alcohol, tobacco, or unauthorized drugs or substances while on school premises or at school-sponsored activities involving students. Following an evidentiary hearing on September 5, 2014, the Professional Licensure Standards Board Ethics Subcommittee recommended the State Board suspend Ms. Kelpine's license for five (5) years with continued counseling with a licensed counselor, random drug testing, and a letter from a licensed counselor that Ms. Kelpine is fit to return to the classroom. Ms. Kelpine made a timely request for State Board review. The educator has filed written objections and the PLSB has filed its response. Ms. Kelpine is represented by attorney Marcia Barnes.

Presenter: Jennifer Liwo

A-6 Hearing on Request for Reduced Sanction on Teaching License – Kristine Hoskins

On January 9, 2012, the State Board placed Kristine Hoskins' teaching license on probation for five (5) years as a result of an ethics violation in PLSB Case No. 11-075. Ms. Hoskins has requested a hearing to seek a reduction of the probationary period.

Presenter: Cheryl Reinhart

A-7 Consideration of Amendments to the Criteria for NBPTS Candidates' Eligibility for State Financial Incentives

Under Ark. Code Ann. § 6-17-413 and the ADE Rules Governing Eligibility and Financial Incentives for National Board For Professional Teaching Standards Candidacy and Certification, the State Board is responsible for selecting candidates who are eligible to receive financial incentives for obtaining NBPTS certification, and reviews and approves the criteria for the selection process. The NBPTS Advisory Committee has recommended changes to the selection process, including a "cut score" used to evaluate applications. The Department requests that the State Board approve the amendments to the selection process.

Presenter: Sandra Hurst and Ivy Pfeffer

A-8 Computer Science and Mathematics: Mathematics Curriculum Framework

The Computer Science and Mathematics Curriculum Framework was designed to be an initial step toward filling a void in Arkansas public school course offerings. In late October, a committee of educators from across the state met for two days and drafted the framework document. This committee consisted of five (5) secondary computer science/business technology teachers, four (4) secondary mathematics teachers, one (1) secondary mathematics administrator, and one (1) post-secondary computer science professor. The committee was facilitated by the Arkansas Department of Education Curriculum and Instruction Unit, which were represented by Secondary Mathematics Specialist, Anthony Owen. ACE STEM Program Coordinator, Timothy Johnston, represented the Arkansas Department of Career Education (ACE). The design of the curriculum framework was guided by both the Common Core State Standards for Mathematics (CCSSM) and the Computer Science Teachers Association (CSTA) K-12 Computer Science Standards. The committee designed the strands and the content standards based on the CSTA standards. The Student Learning Expectations (SLE)s, which were based on computer programming/computer science concepts, are aligned with fifty (50) CCSSM standards. Twenty-one (21) of those fifty (50) aligned CCSSM standards are CCSSM Plus Standards, which are standards that are above the scope of Algebra II. A student successfully completing Computer Science and Mathematics, with an appropriately licensed teacher, should receive a fourth-year mathematics course credit under the ADE Smart Core Graduation Pathway.

Presenter: Stacy Smith

A-9 Turkish I-IV: Foreign Languages Curriculum Framework

The approval by the State Board of Education of new Modern Language curriculum frameworks on December 16, 2013 facilitates the addition of new foreign language course offerings through the addition of an appendix to the Modern Languages I-IV framework. This process facilitated the addition of American Sign Language, approved by the State Board of Education on May 8, 2014, in partial fulfillment of Act 328 of 2013. In April 2014 The LISA Academy, located in Little Rock, submitted an application to renew its approval to teach Turkish I-IV as year-long courses for high school foreign language credit, which had been approved by this Department previously. As part of the 2014 application, the Turkish language faculty of The LISA Academy developed an appendix for Turkish I-IV for submission to and approval by the State

Board of Education. The Turkish I-IV appendix has been reviewed by appropriate staff in the Division of Learning Services and is recommended for approval by the State Board of Education. This appendix provides information on student learning expectations for Turkish language and culture just as the current Modern Languages I-IV framework provides information for several languages currently taught in Arkansas public schools. Addition of the Turkish I-IV appendix to the Modern Languages framework will enable Arkansas public schools to teach Turkish for high school foreign language credit without having to seek approval from the Arkansas Department of Education.

Presenter: Stacy Smith

A-10 Charter Authorizing Panel Action on Open-Enrollment Public Charter School Application: Redfield Tri-County Charter School, Redfield, Arkansas

On November 19-20, 2014, the Charter Authorizing Panel conducted hearings for charter applicants wanting to open schools in 2015-2016. Representatives of Redfield Tri-County Charter School appeared before the panel on November 19 (See 00:13 of the video recording of the meeting.) and requested that Redfield Tri-County Charter School, the sponsoring entity, be allowed to open a charter school in Redfield to serve students in grades 5-12 with a maximum enrollment of 375. By a 4-2 vote, the panel denied the application for Redfield Tri-County Charter School. No request for the State Board of Education to review the decision made by the panel was submitted. The State Board may exercise a right of review of a determination made by the Charter Authorizing Panel and conduct a hearing on the Charter Authorizing Panel determination at the State Board's January 2014 meeting.

Presenter: Cindy Hogue

A-11 Charter Authorizing Panel Action on Open-Enrollment Public Charter School Application: Rockbridge Montessori School, Little Rock, Arkansas

On November 19-20, 2014, the Charter Authorizing Panel conducted hearings for charter applicants wanting to open schools in 2015-2016. Representatives of Rockbridge Montessori School appeared before the panel on November 19 (See 02:17 of the video recording of the meeting.) and requested that Rockbridge Montessori School, the sponsoring entity, be allowed to open a charter school in Little Rock to serve students in grades K-8 with a maximum enrollment of 325. By a unanimous vote, the panel approved the application for Rockbridge Montessori School. No request for the State Board of Education to review the decision made by the panel was submitted. The State Board may exercise a right of review of a determination made by the Charter Authorizing Panel and conduct a hearing on the Charter Authorizing Panel determination at the State Board's January 2014 meeting.

Presenter: Cindy Hogue

A-12 Charter Authorizing Panel Action on District Conversion Public Charter School Application: Career Academy of Siloam Springs, Siloam Springs School District

On November 19-20, 2014, the Charter Authorizing Panel conducted hearings for charter applicants wanting to open schools in 2015-2016. Representatives of the Siloam Springs School District appeared before the panel on November 19 (See 03:19 of the video recording of the meeting.) and requested that Siloam Springs High School be converted to a district conversion charter school to serve students in grades 9-12 with a maximum enrollment of 1,600. By a unanimous vote, the panel approved the application for the Career Academy of Siloam Springs. No request for the State Board of Education to review the decision

made by the panel was submitted. The State Board may exercise a right of review of a determination made by the Charter Authorizing Panel and conduct a hearing on the Charter Authorizing Panel determination at the State Board's January 2014 meeting.

Presenter: Cindy Hogue

A-13 Charter Authorizing Panel Action on District Conversion Public Charter School Application: Farmington Career Academies, Farmington School District

On November 19-20, 2014, the Charter Authorizing Panel conducted hearings for charter applicants wanting to open schools in 2015-2016. Representatives of the Farmington School District appeared before the panel on November 19 (See 05:11 of the video recording of the meeting.) and requested that Farmington High School be converted to a district conversion charter school to serve students in grades 10-12 with a maximum enrollment of 650. By a unanimous vote, the panel approved the application for the Farmington Career Academies. No request for the State Board of Education to review the decision made by the panel was submitted. The State Board may exercise a right of review of a determination made by the Charter Authorizing Panel and conduct a hearing on the Charter Authorizing Panel determination at the State Board's January 2014 meeting.

Presenter: Cindy Hogue

A-14 Charter Authorizing Panel Action on District Conversion Public Charter School Application: Fountain Lake Charter High School, Fountain Lake School District

On November 19-20, 2014, the Charter Authorizing Panel conducted hearings for charter applicants wanting to open schools in 2015-2016. Representatives of the Fountain Lake School District appeared before the panel on November 20 (See 00:07 of the video recording of the meeting.) and requested that Fountain Lake High School be converted to a district conversion charter school to serve students in grades 9-12 with a maximum enrollment of 800. By a 4-2 vote, the panel approved the application for the Fountain Lake Charter High School with a requirement that Fountain Lake representatives return in the spring with a report to update the Charter Authorizing Panel on the progress of their plans. No request for the State Board of Education to review the decision made by the panel was submitted. The State Board may exercise a right of review of a determination made by the Charter Authorizing Panel and conduct a hearing on the Charter Authorizing Panel determination at the State Board's January 2014 meeting.

Presenter: Cindy Hogue

A-15 Charter Authorizing Panel Action on District Conversion Public Charter School Application: Southside Charter High School, Southside School District

On November 19-20, 2014, the Charter Authorizing Panel conducted hearings for charter applicants wanting to open schools in 2015-2016. Representatives of the Southside School District appeared before the panel on November 20 (See 01:36 of the video recording of the meeting.) and requested that Southside High School be converted to a district conversion charter school to serve students in grades 9-12 with a maximum enrollment of 1,200. By a 4-1 vote, the panel approved the application for the Southside Charter High School. No request for the State Board of Education to review the decision made by the panel was submitted. The State Board may exercise a right of review of a determination made by the Charter

Authorizing Panel and conduct a hearing on the Charter Authorizing Panel determination at the State Board's January 2014 meeting.

Presenter: Cindy Hogue

A-16 Charter Authorizing Panel Action on District Conversion Public Charter School Application: Warren High School, Warren School District

On November 19-20, 2014, the Charter Authorizing Panel conducted hearings for charter applicants wanting to open schools in 2015-2016. Representatives of the Warren School District appeared before the panel on November 20 (See 02:39 of the video recording of the meeting.) and requested that Warren High School be converted to a district conversion charter school to serve students in grades 9-12 with a maximum enrollment of 600. By a unanimous vote, the panel approved the application for the Warren High School. No request for the State Board of Education to review the decision made by the panel was submitted. The State Board may exercise a right of review of a determination made by the Charter Authorizing Panel and conduct a hearing on the Charter Authorizing Panel determination at the State Board's January 2014 meeting.

Presenter: Cindy Hogue

A-17 Consideration for Public Comment: Proposed Rules Governing Eligibility and Financial Incentives for National Board for Professional Teaching Standards Candidacy and Certification

The Department and the NBPTS Advisory Committee have recommended changes to these rules, which have not been revised since 2010. The Department staff respectfully request the State Board approve the proposed rules for public comment.

Presenter: Cheryl Reinhart

A-18 Consideration for Public Comment: Arkansas Department of Education Rules Governing the Enrollment of Military Dependents

Ark. Code Ann. § 6-18-107 requires the State Board of Education to promulgate rules regarding the enrollment of students who are military dependents. Arkansas Department of Education staff drafted the proposed rules to fulfill the statutory requirement. Arkansas Department of Education staff requests that the State Board of Education approve the proposed rules for public comment.

Presenter: Jeremy Lasiter

A-19 Consideration for Emergency Adoption: Arkansas Department of Education Emergency Rules Governing Schools of Innovation

Ark. Code Ann. § 6-15-2802 requires the State Board of Education to adopt rules to administer the District of Innovation Program. In order to review schools of innovation applications and provide adequate opportunity for applicants to submit revisions to those applications for the 2015-2016 school year, the Arkansas Department of Education staff should receive applications by January 30, 2015. The proposed emergency rules revise the application dates and include a requirement that schools of innovation abide by applicable requirements for highly qualified teachers. Arkansas Department of Education staff requests that the State Board of Education grant emergency adoption to the proposed rules.

Presenter: Dr. Debbie Jones and Jeremy Lasiter

A-20 Consideration for Public Comment: Revisions to the Arkansas Department of Education Rules Governing Schools of Innovation

Ark. Code Ann. § 6-15-2802 requires the State Board of Education to adopt rules to administer the District of Innovation Program. In order to review schools of innovation applications and provide adequate opportunity for applicants to submit revisions to those applications, the Arkansas Department of Education staff should receive applications by January 30, 2015. The proposed rules revise the application dates and include a requirement that schools of innovation abide by applicable requirements for highly qualified teachers. Arkansas Department of Education staff requests that the State Board of Education approve the proposed revisions for public comment.

Presenter: *Dr. Debbie Jones and Jeremy Lasiter*

A-21 Adoption of State Board of Education Meeting Dates for Calendar Year 2015

Arkansas statute requires that each constitutional board and commission set proposed dates for the next calendar year at the last regular meeting of each calendar year. The State Board of Education has previously set the second Thursday and Friday of each month as its regular meeting dates.

Presenter: *Deborah Coffman*

**Minutes
State Board of Education Meeting
Thursday, November 13, 2014**

The State Board of Education met Thursday, November 13, 2014, in the Auditorium of the Department of Education Building. Chairman Sam Ledbetter called the meeting to order at 10:02 a.m.

Present: Sam Ledbetter, Chairman; Toyce Newton, Vice-Chair; Alice Mahony; Dr. Jay Barth; Diane Zook; Mireya Reith; Joe Black; Vicki Saviers; Kim Davis; Jonathan Crossley, Teacher of the Year; and Tony Wood, Commissioner

Absent: none

Mr. Ledbetter recognized Representatives Mark Perry, Mark Lowery and Grant Hodges.

Consent Agenda

Dr. Barth moved, seconded by Ms. Saviers, to approve the consent agenda less Consent Item-10. The motion carried unanimously.

Items included in the Consent Agenda:

- Minutes - October 9, 2014
- Minutes - October 10, 2014
- 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
- Consideration of the Recommendation of the Professional Licensure Standards Board for Case #T14-003A –Deborah S. Smart
- Consideration of the Recommendation of the Professional Licensure Standards Board for Case #14-171 – Derek Scott Phillips
- Consideration of the Recommendation of the Professional Licensure Standards Board for Case #14-178 – William Earl Braswell
- Consideration of the Recommendation of the Professional Licensure Standards Board for Case #14-180 –Matthew O. Orf
- Consideration of the Voluntary Surrender and Revocation of Arkansas Educator's License – PLSB Case #14-056 – Barry Duane Gebhart

Dr. Barth moved, seconded by Ms. Newton, to approve C-10: Progress Report on Status of Districts Classified in Fiscal Distress, with a follow-up report on Lee County and Helena-West Helena School Districts at the December Board meeting. The motion carried unanimously.

Action Agenda

A-1 Consideration for Emergency Adoption: Arkansas Department of Education Rules Governing the Creation of School Districts by Detachment

Department General Counsel Jeremy Lasiter said Ark. Code Ann. § 6-13-1505(e)(3) required the State Board of Education to enact rules and regulations regarding the creation of school districts by detachment. He said Act 1274 of 2013 amended the statute to permit the State Board of Education to allow a transition period of up to two (2) consecutive school years to allow a new school district created by detachment to become fully operational. In September 2014, voters in the Jacksonville, Arkansas area approved the proposed detachment of the Jacksonville-North Pulaski School District from the Pulaski County Special School District.

Ms. Saviers moved, seconded by Ms. Zook, to approve the Arkansas Department of Education Rules Governing the Creation of School Districts by Detachment for emergency adoption. The motion carried unanimously.

A-2 Consideration for Public Comment: Arkansas Department of Education Rules Governing the Creation of School Districts by Detachment

Department General Counsel Jeremy Lasiter said Ark. Code Ann. § 6-13-1505(e)(3) required the State Board of Education to enact rules and regulations regarding the creation of school districts by detachment. Act 1274 of 2013 amended the statute to permit the State Board of Education to allow a transition period of up to two (2) consecutive school years to allow a new school district created by detachment to become fully operational.

Ms. Zook moved, seconded by Dr. Barth, to approve the Arkansas Department of Education Rules Governing the Creation of School Districts by Detachment for public comment. The motion carried unanimously.

A-3 Consideration of Order Creating the Jacksonville-North Pulaski School District and Appointment of Board Members

Department General Counsel Jeremy Lasiter said in September 2014, pursuant to Ark. Code Ann. § 6-13-1501 et seq., voters in the Jacksonville area approved the proposed detachment of the Jacksonville-North Pulaski School District from the Pulaski County Special School District. Ark. Code Ann. § 6-13-1505 required the State Board of Education to order the creation of the new Jacksonville-North Pulaski School District. The statute also required the State Board of Education to appoint a board of directors of seven (7) members for the new school district to

serve until the next regular election of members, when a board of directors shall be elected in compliance with Arkansas law.

Mr. Patrick Wilson said the vote from the community was 95% for the detachment of the Jacksonville/North Pulaski School District.

Representative Mark Perry said the committee took applications, interviewed the top ten applicants and selected the final seven board members to present to the State Board. He said the members represented most of the geographical regions of the area. He noted that the new district has not been zoned yet.

Mr. Ivory Tillman, representative for the Jacksonville NAACP, said he was in favor of the district. He said that minorities were given a voice in the selection of board members. He requested to continue the transparency of operations. Mr. Lasiter said that interim board meetings would be open public meetings.

Dr. James Bolden said he appreciated the opportunity to detach the district.

Ms. Zook moved, seconded by Ms. Mahony, to approve the order creating the Jacksonville-North Pulaski School District and appointment of Board Members. The motion carried unanimously. Mr. Ledbetter signed the order.

A-4 Consideration of Request for Waiver from Required 38 Units for the 2014-15 school year - Mammoth Spring School District

Mammoth Spring School District Superintendent Mr. David Turnbough said the Mammoth Spring School District requested a waiver from Standards Rule 9.03.4.4 (Foreign Language – 2 units of the same language). He said the district requested to transition from French to Spanish. The district has students currently enrolled in Spanish I and French II this school year and will teach Spanish I and Spanish II in the 2015-16 school year.

Ms. Mahony moved, seconded by Ms. Saviers, to approve a waiver from the required 38 units for the 2014-15 school year for the Mammoth Spring School District. The motion carried unanimously.

A-5 Charter Authorizing Panel Action on Open-Enrollment Public Charter School Amendment: Northwest Arkansas Classical Academy

A-5 was pulled from the agenda.

A-6 Charter Authorizing Panel Action on Open-Enrollment Public Charter School Amendment: KIPP Delta Public Schools

Director of the Office of Educational Options Ms. Cindy Hogue said the State Board of Education approved the application for KIPP Delta Public Schools on March 11, 2002. She said the charter was approved to serve students in grades K-12 with a maximum enrollment of 1500. She said representatives of KIPP Public Schools appeared before the Charter Authorizing Panel on October 15, 2014, and the panel unanimously approved the requested amendments to the current charter.

Ms. Saviers moved, seconded by Ms. Newton, to not review the Charter Authorizing Panel action on the open-enrollment public charter school amendment for KIPP Delta Public Schools. The motion carried unanimously.

A-7 Applicant Request For Review: Arkansas Connections Academy, Bentonville, Arkansas

Director of the Office of Educational Options Ms. Cindy Hogue said representatives of Arkansas Connections Academy appeared before the Panel on October 15 and requested that Arkansas Connections Academy, Inc., the sponsoring entity, be allowed to open a charter school in Bentonville to serve students virtually across the state in grades K-12 with a maximum enrollment of 3000. She said representatives of the Arkansas Association of Educational Administrators (AAEA) spoke in opposition to the charter. The panel unanimously denied the application for Arkansas Connections Academy. The panel also voted not to allow resubmission of the application during the current application cycle.

Dr. Dennis Beck, Board President of the Arkansas Connections Academy, said families need additional school options and flexibility. He said the academy is willing to adjust the requests for waivers.

Mr. Mike Mertens, representing the AAEA, said the organization is concerned about funding for virtual schools. He said Act 293 of 2014 had special language regarding funding for virtual schools. He said AAEA requested that no new virtual schools be approved until legislation may be submitted to clean up the funding issues with virtual schools.

Dr. Beck said funding should follow students. He said he agreed with the need to change the legislation to allow any Arkansas student to participate.

Ms. Saviers moved, seconded by Dr. Barth, to not review the applicant request for the Arkansas Connections Academy, Bentonville, Arkansas. The motion carried unanimously.

A-8 Charter Authorizing Panel Action on Open-Enrollment Public Charter School Application: Capitol City Lighthouse Charter School, North Little Rock, Arkansas

Director of the Office of Educational Options Ms. Cindy Hogue said representatives of Capitol City Lighthouse Charter School appeared before the Charter Authorizing Panel on October 15 and requested that Lighthouse Academies of Central Arkansas, Inc., the sponsoring entity, be allowed to open a charter in North Little Rock to serve students in grades K-12 with a maximum enrollment of 750. She said representatives of the North Little Rock School District spoke in opposition to the charter. Ms. Hogue said by a 3-1 vote, the panel approved the application for Capitol City Lighthouse Charter School.

Assistant Commissioner Dr. Debbie Jones said that she voted against the approval of the charter school because she was concerned about the curriculum in high school. She said the data were comparable, but not exceptional. She said the North Little Rock School District was concerned about the timeline for renovations for the proposed building.

Assistant Commissioner Ms. Ivy Pfeffer said that she voted for approval of the charter school because it met the application criteria.

Dr. Phyllis Anderson said patrons from the area had requested the charter school.

Ms. Newton moved, seconded by Ms. Saviers, to not review the Charter Authorizing Panel action on open-enrollment public charter school application for the Capitol City Lighthouse Charter School, North Little Rock, Arkansas. Dr. Barth voted no. The motion carried.

A-9 Charter Authorizing Panel Action on Open-Enrollment Public Charter School Application: Haas Hall Academy, Bentonville, Arkansas

Director of the Office of Educational Options Ms. Cindy Hogue said representatives of Haas Hall Academy appeared before the Charter Authorizing Panel on October 15 and requested The Academy, Inc., the sponsoring entity, be allowed to open a charter in Bentonville to serve students in grades 7-12 with a maximum enrollment of 500. Ms. Hogue said that by a 3-1 vote, the panel approved the application for Haas Hall Academy.

Dr. Martin W. Schoppmeyer, Jr. said parents apply online then meet with him to go over questions and receive a tour. He said the meeting does not conflict with the lottery. He said the school does not accept federal funding.

Assistant Commissioner Dr. Eric Saunders said that he voted against approval of

the charter based on the lack of diversity to the student enrollment.

Mr. Mark Henry said his child completed the registration and lottery process. He said there was a great need for this school in Bentonville.

Ms. Zook moved, seconded by Ms. Newton, to not review the Charter Authorizing Panel Action on open-enrollment public charter school application for the Haas Hall Academy, Bentonville, Arkansas. Ms. Mahony voted no. The motion carried.

A-10 Charter Authorizing Panel Action on Open-Enrollment Public Charter School Application: Ozark Montessori Academy, Springdale, Arkansas

Director of the Office of Educational Options Ms. Cindy Hogue said a representative of the Ozark Montessori Academy appeared before the panel on October 16 and requested that Ozark Education, Inc., the sponsoring entity, be allowed to open a charter in Springdale to serve students in grades K-8 with a maximum enrollment of 280. She said the panel unanimously approved the application for the Ozark Montessori Academy.

Dr. Christine Silano said the school would prepare students for state assessments.

Dr. Debbie Jones said the curriculum was aligned to the state standards.

Dr. Barth moved, seconded by Ms. Saviers, to not review the Charter Authorizing Panel Action on open-enrollment public charter school application for the Ozark Montessori Academy, Springdale, Arkansas. The motion carried unanimously.

A-11 Consideration of Recommendation for Revocation of Teaching License –Helen Banks

Professional Licensure Standards Board (PLSB) Attorney Cheryl Reinhart said on August 18, 2014, the Department advised Ms. Banks, a licensed educator, that her background check revealed an offense that disqualified her for renewal of her teaching license under Ark. Code Ann. § 6-17-410(c). She said Ms. Banks did not request a waiver of the grounds for revocation of her standard teaching license within the statutory time period.

Ms. Mahony moved, seconded by Ms. Newton, to revoke the teaching license for Helen Banks. The motion carried unanimously.

A-12 State Board Review of PLSB Evidentiary Hearing Findings and

Recommendations – PLSB Case No. 14-011; Daniel Fullerton

A-12 was pulled from the agenda.

A-13 Consideration for Emergency Adoption: Arkansas Department of Education Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts

Department Deputy General Counsel Ms. Lori Freno said Act 421 of 2013 (codified as Ark. Code Ann. § 6-15-202(b)(2)(A)-(F)) required the State Board of Education to promulgate rules to administer the Act, which allowed waivers from the Standards for Accreditation for the purpose of combining or embedding curriculum frameworks into a single combined or embedded course. She said in addition to satisfying Act 421's rulemaking requirement, these proposed rules also revised the Standards to comply with current law regarding mandatory attendance, kindergarten/1st grade start dates, and professional development. She said the rules revised dates related to appealing a Standards violation determination (to make the dates consistent with law) and provided a hearing process for that purpose.

Assistant Commissioner Ms. Annette Barnes said the agency would continue to monitor schools. She explained the changes in the emergency rules.

Dr. Barth moved, seconded by Ms. Saviers, to approve the Arkansas Department of Education Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts for emergency adoption. The motion carried unanimously.

A-14 Consideration for Final Approval: Arkansas Department of Education Rules Governing Kindergarten through 12th Grade Immunization Requirements in Arkansas Public Schools

Department Staff Attorney Ms. Kendra Clay said the Arkansas Department of Health recently updated its Rules and Regulations Pertaining to Immunization Requirements. She said revisions to ADE's rules governing immunizations are necessary to align ADH and ADE's immunization requirements.

Ms. Zook moved, seconded by Mr. Davis, to approve the Arkansas Department of Education Rules Governing Kindergarten through 12th Grade Immunization Requirements in Arkansas Public Schools. The motion carried unanimously.

A-15 Consideration of Proposed National Parental Involvement Day Resolution

Chair of the Special Committee on Parent Communication Ms. Alice Mahony said National Parental Involvement Day is November 20, 2014. She asked the Board to adopt a National Parental Involvement Day resolution.

Ms. Mahony moved, seconded by Ms. Saviers, to approve the National Parental Involvement Day Resolution. The motion carried unanimously.

Public Comment

Ms. Kristine Hoskins requested a hearing before the Board to consider a reduction in probation for her teaching license. Mr. Ledbetter agreed to place the item on the December action agenda.

Reports

Report-1 Chair's Report

Dr. Barth and Ms. Reith attended the National Association of State Boards of Education (NASBE) annual meeting. Dr. Barth said the NASBE study groups for this year would include principal leadership and career readiness. He said Ms. Mahony would continue to serve on the governmental affairs committee.

Ms. Reith said she saw examples of an innovative school that was meeting the needs of a diverse population. Ms. Reith participated in a discussion session about how to better utilize publications.

Ms. Mahony said Dr. Barth would serve as the Southern Region Director for NASBE.

Report-2 Commissioner's Report

No report.

Report-4 Special Committee on Academic Distress

Ms. Saviers gave a brief review of the recent meeting with the Little Rock School District. The District will provide a follow-up report in January 2015.

Ms. Newton said the special committee should be diligent with the schools in academic distress.

Ms. Zook said she was concerned that schools are waiting for state designation before attempting to correct issues.

Dr. Barth asked the special committee to consider the options for the schools that come before the State Board.

Report-5 Update on Content Standards and Assessment

Assistant Commissioner of Learning Services Dr. Debbie Jones said the AP Exam report indicated an increase in participation and scores in the 3-5 point range. She said schools are teaching SREB Math Ready and Reading Ready transition courses. Dr. Jones said Ms. Michelle Snyder is leading a team of Arkansas educators in writing the Arkansas Science standards. She said the assessment unit is providing testing training across the state. She said the Schools of Innovation process has been refined.

Report-6 Data Quality Report

Assistant Commissioner of Research and Technology Mr. Cody Decker said the Division of Research & Technology leads the Department's efforts relating to state and federal reporting, electronic transcripts, technical support and data-driven decision-making tools for educators, such as the ADE Data Center and StudentGPS Dashboards. He said in 2013, the Data Quality Campaign announced Arkansas was one of two states across the nation to ensure effective data use in education.

Adjournment

The meeting adjourned at 2:11 p.m.

Minutes recorded by Deborah Coffman.

**Minutes
State Board of Education Meeting
Friday, November 14, 2014**

The State Board of Education met Friday, November 14, 2014, in the Auditorium of the Department of Education Building. Chairman Sam Ledbetter called the meeting to order at 9:02 a.m.

Present: Sam Ledbetter, Chairman; Toyce Newton, Vice-Chair; Alice Mahony; Vicki Saviers; Dr. Jay Barth; Diane Zook; Mireya Reith; Joe Black; Kim Davis; Jonathan Crossley, Teacher of the Year; and Tony Wood, Commissioner.

Absent: none

Reports

Report-3 Recognition of the 2015 Arkansas Superintendent of the Year - Dr. Tony Thurman

Commissioner Wood recognized the 2015 Arkansas Superintendent of the Year, Dr. Tony Thurman. Dr. Thurman is in his eighth year as the Superintendent of the Cabot School District.

Dr. Thurman said the award was in recognition of the team at Cabot School District. He said the Cabot Board of Directors has focused on working together to do what is best for children. He said everyone is focused on having the best programs for all students. He said the team works to communicate with the community to ensure the needs of students are met.

Report-7 ForwARd Partnership for Arkansas Education – Quarterly Update

Walton Family Foundation Senior Program Officer Ms. Kathy Smith and Winthrop Rockefeller Foundation Vice President Mr. Cory S. Anderson said the Walton Family Foundation and the Winthrop Rockefeller Foundation provided an update on the ForwARd initiative, a partnership with the Arkansas Department of Education to develop a comprehensive plan to strengthen public education in Arkansas with targeted recommendations for academically distressed schools and districts. Mr. Jared Henderson will manage the forward initiative. Ms. Smith and Mr. Anderson said the Boston Consulting Group (BCG) has been hired to develop a State of Education in Arkansas report to establish a common fact base; identify and convene stakeholders as part of a strategic planning process; and produce a P-16 education strategic plan with specific recommendations for

distressed schools and districts. Mr. Anderson said a steering committee of Arkansas stakeholders would be convened to facilitate the process.

Update on A-F Rules

Commissioner Wood said the A-F Rules have been reassigned to the Joint Education Committee. He outlined the recommendations he planned to make to the committee.

Adjournment

The meeting adjourned at 10:23 p.m.

Minutes recorded by Deborah Coffman.

**Minutes
State Board of Education Special Meeting
Monday, December 1, 2014**

The State Board of Education met Monday, December 1, 2014, via conference call and in the Auditorium of the Department of Education Building. Chairman Sam Ledbetter called the meeting to order at 1:05 p.m.

Present: Jonathan Crossley, Teacher of the Year; and Tony Wood, Commissioner

Present via conference call: Sam Ledbetter, Chairman; Toyce Newton, Vice-Chair; Diane Zook; Vicki Saviers; Kim Davis; Dr. Jay Barth; Alice Mahony;

Absent: Mireya Reith; Joe Black

Action Agenda

A-1 Consideration for Repeal of Emergency Rule: Arkansas Department of Education Rules Governing the Public School Rating System on Annual School Report Cards (Emergency Rule—Adopted 10-13-14)

Department Deputy General Counsel Ms. Lori Freno said Act 696 of 2013 (codified in Ark. Code Ann. §§ 6-15-2105 and 6-15-2106) required that each public school receive a letter grade score of “A” through “F” effective with the 2014-2015 school year, and empowered the State Board of Education to approve through rules a method for assigning letter grades. She said on October 19, 2014, the Board approved for emergency adoption rules that mirrored the proposed permanent rules for assigning letter grades.

Ms. Zook moved, seconded by Dr. Barth, to repeal the emergency rules for the Arkansas Department of Education Rules Governing the Public School Rating System on Annual School Report Cards (Emergency Rule—Adopted 10-13-14). The motion carried unanimously.

**A-2 Consideration for Release for Second Public Comment Period:
Arkansas Department of Education Rules Governing the Public School
Rating System on Annual School Report Cards**

Department Deputy General Counsel Ms. Lori Freno said Act 696 of 2013 (codified in Ark. Code Ann. §§ 6-15-2105 and 6-15-2106) required that each public school receive a letter grade score of “A” through “F” effective with the 2014-2015 school year, and empowered the State Board of Education to approve

through rules a method for assigning letter grades. She said the Board approved a method developed by the University of Arkansas Office of Innovation for Education, in conjunction with the ADE and stakeholders. She said after the public comment period ended, the Board revised the proposed rules to exempt from receiving a letter grade Alternative Learning Environments (ALEs) that have their own LEA (Local Education Agency) number. The Administrative Rules and Regulations Subcommittee of the Arkansas Legislative Council subsequently referred the proposed rules (with this revision) to the Joint Education Committee, to which the ADE presented a possible alternative to the language exempting ALEs from receiving a letter grade.

Ms. Saviers moved, seconded by Mr. Davis, to approve the Arkansas Department of Education Rules Governing the Public School Rating System on Annual School Report Cards for second public comment period. Ms. Mahony made a substitute motion to change the language in the proposed rules to remove “may opt” and replace with “shall” in 4.03 and remove the last sentence in 4.03. Dr. Barth seconded the substitute motion. Ms. Zook voted no. The final vote was 5-1. The motion carried.

Adjournment

The meeting adjourned at 1:30 p.m.

Minutes recorded by Deborah Coffman.

NEWLY EMPLOYED FOR THE PERIOD OF October 21, 2014 – November 17, 2014

Cory Biggs – ADE Coordinator of Special Projects, Grade N905, Division of Fiscal and Administrative Services, effective 10/27/14.

Rebecca Cezar – Public School Program Manager, Grade C126, Division of Learning Services, Special Education effective 11/17/14.

Rhonda Dickey – OERZ Director, Grade C126, Division of Learning Services, Office of Education Renewal Zone (OREZ)/Scholastic Audit, effective 10/27/14.

Nathaniel Jernigan – Administrative Specialist III, Grade C112, Division of Learning Services, Curriculum and Instruction, effective 10/27/14.

Lisa Johnson – Public School Program Advisor, Grade C122, Division of Learning Services, Special Education effective 11/10/14.

*Jennifer Liwo – Attorney, Grade C124, Division of Human Resources/Licensure, Professional Licensure Standards Board (PLSB), effective 10/27/14.

*Merlina McCullough – Public School Program Advisor, Grade C122, Division of Learning Services, Professional Development, effective 10/27/14.

PROMOTIONS/DEMOTION/LATERAL TRANSFERS FOR THE PERIOD OF October 21, 2014 – November 17, 2014

*Vanessa Holt from an Administrative Specialist II, Grade C109, Division of Human Resources/Licensure, Office of Educator Effectiveness (OEE), to an Administrative Specialist III, Division of Human Resources/Licensure, OEE, Grade C112, effective 10/27/14.

Richard Wind from an Administrative Specialist II, Grade C109, Division of Human Resources/Licensure, OEE to an Administrative Specialist III, Division of Human Resources/Licensure, OEE, Grade C112, effective 10/27/14.

SEPARATIONS FOR THE PERIOD OF October 21, 2014 – November 17, 2014

*Crystal Singleton – Program Fiscal Manager, Grade C122, Division of Fiscal and Administrative Services, Fiscal Distress Services, effective 10/24/14. 0 Years, 5 months, 26 days. 01

*Natasha Simpson – Administrative Specialist III, Grade C112, Division of Research and Technology, Technology Initiatives & Resources, effective 10/09/14. 8 Years, 9 months, 20 days. 01

*Minority

AASIS Codes:

01 – Voluntary

Additional Licensure Waiver Requests
2014 - 2015 School Year
December State Board Meeting

LEA	District Name	# Waivers Requested	Teacher Name	License Areas	ALP Code	Out of Area	Years ALP	Granted /Denied
1520	ARCH FORD EDUCATIONAL SERVICE	1	SHOOK-BENTON, MARTIE	302-Building Level Administrator 5-12, 001-Early Childhood Education PK-4, 312-Build Administrator PK-8	230	230-Special Ed Inst Specialist 4-12	14-15	Granted
4101	ASHDOWN SCHOOL DISTRICT	2	COBB, MELANIE	2010-Survey Of Fine Arts 7-12, 202-Art 7-12, 001-Early Childhood Education PK-4, 201-Art PK-8	412	412-Career Preparation Endorsement 7-12	14-15	Granted
			MCCORMACK, ALICIA	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	230	230-Special Ed Inst Specialist 4-12	14-15	Granted
1601	BAY SCHOOL DISTRICT	1	MCFARLAND, RACHEL	001-Early Childhood Education PK-4, 312-Build Administrator PK-8	313	313-Build Administrator 7-12	14-15	Granted
	BOST, INC.	1	OWENS, KIMBERLY	111-Middle School Mathematics 5-8, 139-Middle School Science 5-8, 159-Middle School Social Studies 5-8, 183-Elementary K-6 K-6, 300-Guid & Counseling 7-12, 001-Early Childhood Education PK-4, 299-Guid & Counseling PK-8	231	231-Special Ed Ech Inst Specialist PK-4	14-15	Granted
5204	CAMDEN FAIRVIEW SCHOOL DISTRICT	1	WYATT, MELISSA	054-Journalism 7-12, 114-Speech 7-12, 166-Eng Lang Arts 7-12	286	286-Library Media Spec K-12	14-15	Granted
4303	CARLISLE SCHOOL DISTRICT	1	ANDERSON, JENNIFER	002-Middle Childhood Lang Arts/SS 4-8, 167-Social Studies 7-12, 257-Middle School Science 4-8	418	418-Career Development 7-8	14-15	Granted
6802	CAVE CITY SCHOOL DISTRICT	1	WEEKS, TASHA	184-Elementary 1-6, 231-Special Ed Ech Inst Specialist PK-4	230	230-Special Ed Inst Specialist 4-12	14-15	Granted
3212	CEDAR RIDGE SCHOOL DISTRICT	1	TRAMMEL, ERICA	056-Middle School English 5-8, 184-Elementary 1-6	231	231-Special Ed Ech Inst Specialist PK-4	14-15	Granted
	CONWAY HUMAN DEVELOPMENT CENTER	2	PRICE, KAREN	184-Elementary 1-6, 307-ESL PK-8	230, 231	230-Special Ed Inst Specialist 4-12, 231-Special Ed Ech Inst Specialist PK-4	14-15	Granted
							14-15	Granted

Additional Licensure Waiver Requests
2014 - 2015 School Year
December State Board Meeting

LEA	District Name	# Waivers Requested	Teacher Name	License Areas	ALP Code	Out of Area	Years ALP	Granted /Denied
5620	CROWLEY'S RIDGE EDUCATION COOP	1	SPILLMAN, AMBER	001-Early Childhood Education PK-4	231	231-Special Ed Ech Inst Specialist PK-4	14-15	Granted
2601	CUTTER-MORNING STAR SCHOOL DISTRICT	1	GILBERT, JENNIFER	413-Career Ser Special Population 7-12, 250-Business Technology 4-12	418	418-Career Development 7-8	14-15	Granted
3502	DOLLARWAY SCHOOL DISTRICT	2	JACKSON, GABRIEL	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	312, 302	312-Build Administrator PK-8, 302-Building Level Administrator 5-12	13-14 14-15	Granted
							13-14 14-15	Granted
5608	EAST POINSETT CO. SCHOOL DIST.	3	HATCHER, PAULA	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 184-Elementary 1-6	215, 250, 418	215-Family & Con Sci 7-12, 250-Business Technology 4-12, 418-Career Development 7-8	14-15	Granted
							14-15	Granted
							14-15	Granted
	FIRST STEP, INC.	1	DICKSON, STACEY	139-Middle School Science 5-8, 159-Middle School Social Studies 5-8, 184-Elementary 1-6	230	230-Special Ed Inst Specialist 4-12	14-15	Granted
0803	GREEN FOREST SCHOOL DISTRICT	1	BURDICK, ERIKA	255-Middle School English 4-8, 257-Middle School Science 4-8	230	230-Special Ed Inst Specialist 4-12	14-15	Granted
6604	HARTFORD SCHOOL DISTRICT	3	BALDWIN, ASHLEY	170-Life/Earth Science 7-12	169	169-Phys/Earth Science 7-12	13-14 14-15	Denied
			GANN, LAUREN	001-Early Childhood Education PK-4	230, 231	230-Special Ed Inst Specialist 4-12, 231-Special Ed Ech Inst Specialist PK-4	13-14 14-15	Denied
							13-14 14-15	Granted
1202	HEBER SPRINGS SCHOOL DISTRICT	5	MULLENS, KORY	168-Middle Childhood Science/Math 4-8, 255-Middle School English 4-8	256	256-Middle School Social Studies 4-8	14-15	Granted
			POHL, MATTHEW	206-Instrumental Music 7-12, 205-Instrumental Music PK-8	231	231-Special Ed Ech Inst Specialist PK-4	14-15	Granted
			SKELTON, CRISTIE	225-Business Tech 7-12, 250-Business Technology 4-12, 255-Middle School English 4-8, 419-Grade 5/6 Business Tech Endors 5-6	254, 257, 256	254-Middle School Math 4-8, 257-Middle School Science 4-8, 256-Middle School Social Studies 4-8	14-15	Granted
							14-15	Granted
							14-15	Granted

Additional Licensure Waiver Requests
2014 - 2015 School Year
December State Board Meeting

LEA	District Name	# Waivers Requested	Teacher Name	License Areas	ALP Code	Out of Area	Years ALP	Granted /Denied
5403	HELENA/ WEST HELENA SCHOOL DISTRICT	1	SIMPSON JR, EARNEST	169-Phys/Earth Science 7-12, 200-Mathematics 7-12, 403-Secondary Principal 5-12, 4511-Applied Math I 7-12, 4512-Applied Math II 7-12	254	254-Middle School Math 4-8	14-15	Granted
6202	HUGHES SCHOOL DISTRICT	4	ALBERT AROCKIARAJAN, IMMACULATE UMA MAHESWARI	258-Special Education K-12, 269-Physical Science 7-12	254, 255, 256, 257	254-Middle School Math 4-8, 255-Middle School English 4-8, 256-Middle School Social Studies 4-8, 257-Middle School Science 4-8	14-15	Granted
							14-15	Granted
							14-15	Granted
							14-15	Granted
1608	JONESBORO SCHOOL DISTRICT	2	HARBUCK, CARTER	236-PE/Wellness/Leisure 7-12, 293-Coaching 7-12, 235-PE/Wellness/Leisure PK-8, 271-Coaching K-12	410	410-Career Academy Endorsement 7-12	14-15	Granted
			SKELTON, MACK	166-Eng Lang Arts 7-12, 208-Drama/Speech 7-12, 4040-Journalism 7-12, 412-Career Preparation Endorsement 7-12	410	410-Career Academy Endorsement 7-12	14-15	Granted
7003	JUNCTION CITY SCHOOL DISTRICT	1	VINZANT, VIOLETTE	001-Early Childhood Education PK-4	253	253-Elementary K-6	14-15	Granted
0903	LAKESIDE SCHOOL DIST(CHICOT)	1	JOHNS, SCOTT	200-Mathematics 7-12, 250-Business Technology 4-12	412	412-Career Preparation Endorsement 7-12	14-15	Granted
6001	LITTLE ROCK SCHOOL DISTRICT	69	AHNE, DAVID	131-General Science 7-12, 169-Phys/Earth Science 7-12, 170-Life/Earth Science 7-12	236	236-PE/Wellness/Leisure 7-12	13-14 14-15	Denied
			ALLEN, GLENNIS	001-Early Childhood Education PK-4	253	253-Elementary K-6	14-15	Granted
			ANDREWS, CARRIE	001-Early Childhood Education PK-4, 307-ESL PK-8	231	231-Special Ed Ech Inst Specialist PK-4	13-14 14-15	Granted
			BAKER, LISA	202-Art 7-12, 302-Building Level Administrator 5-12, 402-Elementary Principal K-9, 441-Curriculum Specialist K-12, 201-Art PK-8	230	230-Special Ed Inst Specialist 4-12	13-14 14-15	Granted

Additional Licensure Waiver Requests
2014 - 2015 School Year
December State Board Meeting

LEA	District Name	# Waivers Requested	Teacher Name	License Areas	ALP Code	Out of Area	Years ALP	Granted /Denied
6001	LITTLE ROCK SCHOOL DISTRICT	69	BENNETT, LEEANN	002-Middle Childhood Lang Arts/SS 4-8, 107-Grade 5-6 Endorsement (P-4) 5-6, 166-Eng Lang Arts 7-12, 168-Middle Childhood Science/Math 4-8, 308-ESL 7-12, 001-Early Childhood Education PK-4, 307-ESL PK-8	215	215-Family & Con Sci 7-12	14-15	Granted
			BLACKNALL JR, CHARLES	225-Business Tech 7-12, 250-Business Technology 4-12	299, 300	299-Guid & Counseling PK-8, 300-Guid & Counseling 7-12	13-14 14-15	Granted
							13-14 14-15	Granted
			BOSWELL, MEGAN	001-Early Childhood Education PK-4	289	289-Gifted & Talented K-12	14-15	Granted
			BROWN, NOLAN	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	289	289-Gifted & Talented K-12	14-15	Granted
			BULLOCH, JENNIFER	001-Early Childhood Education PK-4	289	289-Gifted & Talented K-12	14-15	Granted
			CAIN, QUINTIN	200-Mathematics 7-12	289	289-Gifted & Talented K-12	14-15	Denied
			CLIFFORD, ELIZABETH	184-Elementary 1-6, 402-Elementary Principal K-9	289	289-Gifted & Talented K-12	14-15	Granted
			COLLINS, KIMBERLY	204-Vocal Music 7-12, 402-Elementary Principal K-9, 203-Vocal Music PK-8	289	289-Gifted & Talented K-12	14-15	Denied
			COOPER, AMY	300-Guid & Counseling 7-12, 302-Building Level Administrator 5-12, 308-ESL 7-12, 001-Early Childhood Education PK-4, 299-Guid & Counseling PK-8, 307-ESL PK-8, 312-Build Administrator PK-8	312	312-Build Administrator PK-8	13-14 14-15	Granted
			DALLIMORE, SHARON	200-Mathematics 7-12	289	289-Gifted & Talented K-12	14-15	Granted

Additional Licensure Waiver Requests
2014 - 2015 School Year
December State Board Meeting

LEA	District Name	# Waivers Requested	Teacher Name	License Areas	ALP Code	Out of Area	Years ALP	Granted /Denied
6001	LITTLE ROCK SCHOOL DISTRICT	69	DAVIS, CLEASTER	111-Middle School Mathematics 5-8, 184-Elementary 1-6	289	289-Gifted & Talented K-12	14-15	Granted
			DAVIS, VICKIE	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 183-Elementary K-6 K-6, 308-ESL 7-12, 402-Elementary Principal K-9, 001-Early Childhood Education PK-4, 307-ESL PK-8, 229-Adult Educ PK-PS	250	250-Business Technology 4-12	14-15	Granted
			DELSA, WILLIAM	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	305	305-Gift & Talented PK-8	13-14 14-15	Granted
			EPPERSON, MELLISSA	170-Life/Earth Science 7-12	289	289-Gifted & Talented K-12	14-15	Denied
			FISHER, LISHA	215-Family & Con Sci 7-12, 236-PE/Wellness/Leisure 7-12, 001-Early Childhood Education PK-4, 235-PE/Wellness/Leisure PK-8, 250-Business Technology 4-12, 268-Life Science 7-12	269	269-Physical Science 7-12	14-15	Granted
			FLETCHER, SHANNON	300-Guid & Counseling 7-12, 4036a-Eng As A Sec Lan/ESL 7-12, 299-Guid & Counseling PK-8, 4036-Eng As A Sec Lan/ESL PK-8	260	260-Art K-6	14-15	Denied
			FORD, WANDA	006-French 7-12, 166-Eng Lang Arts 7-12, 302-Building Level Administrator 5-12, 308-ESL 7-12, 313-Build Administrator 7-12, 307-ESL PK-8	305, 306	305-Gift & Talented PK-8, 306-Gift & Talented 7-12	13-14 14-15	Granted
							13-14 14-15	Granted
			FOX, DAVID	107-Grade 5-6 Endorsement (P-4) 5-6, 001-Early Childhood Education PK-4	231	231-Special Ed Ech Inst Specialist PK-4	14-15	Granted

Additional Licensure Waiver Requests
2014 - 2015 School Year
December State Board Meeting

LEA	District Name	# Waivers Requested	Teacher Name	License Areas	ALP Code	Out of Area	Years ALP	Granted /Denied
6001	LITTLE ROCK SCHOOL DISTRICT	69	GENT, PAMELA	001-Early Childhood Education PK-4	305	305-Gift & Talented PK-8	12-13 13-14 14-15	Granted
			GRIFFIN, KELLI	183-Elementary K-6 K-6, 001-Early Childhood Education PK-4	230	230-Special Ed Inst Specialist 4-12	14-15	Granted
			GUY, TERRI	001-Early Childhood Education PK-4	253	253-Elementary K-6	14-15	Granted
			HARRIS, MICHAEL	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	289	289-Gifted & Talented K-12	14-15	Granted
			HIGGINS, MELISSA	001-Early Childhood Education PK-4	289	289-Gifted & Talented K-12	14-15	Granted
			HOOD, AMBER	166-Eng Lang Arts 7-12	289	289-Gifted & Talented K-12	14-15	Granted
			HOWARD, LLOYD	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 308-ESL 7-12, 307-ESL PK-8	305, 306	305-Gift & Talented PK-8, 306-Gift & Talented 7-12	13-14 14-15	Granted
							13-14 14-15	Granted
			HUNT, DAISY	308-ESL 7-12, 001-Early Childhood Education PK-4, 307-ESL PK-8	289	289-Gifted & Talented K-12	14-15	Granted
			HUNTER, BRODERICK	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	305, 306	305-Gift & Talented PK-8, 306-Gift & Talented 7-12	12-13 13-14 14-15	Granted
							12-13 13-14 14-15	Granted
			JACKSON, CALLIE	202-Art 7-12, 201-Art PK-8	289	289-Gifted & Talented K-12	14-15	Denied
			JACKSON, STACEY	001-Early Childhood Education PK-4	289	289-Gifted & Talented K-12	14-15	Granted
			JENKINS, HOLLY	184-Elementary 1-6	305	305-Gift & Talented PK-8	12-13 13-14 14-15	Granted

Additional Licensure Waiver Requests
2014 - 2015 School Year
December State Board Meeting

LEA	District Name	# Waivers Requested	Teacher Name	License Areas	ALP Code	Out of Area	Years ALP	Granted /Denied
6001	LITTLE ROCK SCHOOL DISTRICT	69	JOHNSON, DANIEL	131-General Science 7-12, 170-Life/Earth Science 7-12, 204-Vocal Music 7-12, 206-Instrumental Music 7-12, 6530-Chemistry 9-12	203, 205	203-Vocal Music PK-8, 205-Instrumental Music PK-8	12-13 13-14 14-15	Granted
							12-13 13-14 14-15	Granted
			JONES-TAYLOR, SHAROLYN	166-Eng Lang Arts 7-12, 403-Secondary Principal 5-12	306	306-Gift & Talented 7-12	12-13 13-14 14-15	Granted
			KHOURY, KAMILLA	001-Early Childhood Education PK-4	255	255-Middle School English 4-8	14-15	Granted
			KINGGARD, SAGE	308-ESL 7-12, 001-Early Childhood Education PK-4, 307-ESL PK-8	289	289-Gifted & Talented K-12	14-15	Granted
			LARRY, WILLIE	167-Social Studies 7-12, 225-Business Tech 7-12, 250-Business Technology 4-12	257	257-Middle School Science 4-8	13-14 14-15	Denied
			MCCALLUM, YOLANDA	308-ESL 7-12, 001-Early Childhood Education PK-4, 307-ESL PK-8, 288-Guid & Counseling K-12	289	289-Gifted & Talented K-12	14-15	Granted
			MILLER, ERMA	184-Elementary 1-6, 312-Build Administrator PK-8	305, 306	305-Gift & Talented PK-8, 306-Gift & Talented 7-12	13-14 14-15	Denied
							13-14 14-15	Denied
			MILLER, GLORIA	183-Elementary K-6 K-6, 308-ESL 7-12, 001-Early Childhood Education PK-4, 307-ESL PK-8	201	201-Art PK-8	13-14 14-15	Denied
			MOLINA, LADY	001-Early Childhood Education PK-4	004	004-Spanish 7-12	14-15	Granted
			NICHOLS, JOHN	228-PE/Wellness/Leisure 7-12, 230-Special Ed Inst Specialist 4-12	254, 257	254-Middle School Math 4-8, 257-Middle School Science 4-8	13-14 14-15	Granted
							13-14 14-15	Granted

Additional Licensure Waiver Requests
2014 - 2015 School Year
December State Board Meeting

LEA	District Name	# Waivers Requested	Teacher Name	License Areas	ALP Code	Out of Area	Years ALP	Granted /Denied
6001	LITTLE ROCK SCHOOL DISTRICT	69	NUCKOLS, STEPHEN	002-Middle Childhood Lang Arts/SS 4-8, 056-Middle School English 5-8, 166-Eng Lang Arts 7-12, 168-Middle Childhood Science/Math 4-8, 184-Elementary 1-6, 308-ESL 7-12, 307-ESL PK-8	289	289-Gifted & Talented K-12	14-15	Granted
			PITTMAN MOSLEY, LAURA	183-Elementary K-6 K-6, 001-Early Childhood Education PK-4, 312-Build Administrator PK-8	289	289-Gifted & Talented K-12	14-15	Granted
			PORTER, DONTERIO	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	305, 306	305-Gift & Talented PK-8, 306-Gift & Talented 7-12	13-14 14-15	Denied
							13-14 14-15	Denied
			RACOP, RACHEL	001-Early Childhood Education PK-4	107	107-Grade 5-6 Endorsement (P-4) 5-6	12-13 13-14 14-15	Granted
			SHAW, RAYMOND	083-Physical Education K-12	289	289-Gifted & Talented K-12	14-15	Granted
			SHEPHERD, ALISON	167-Social Studies 7-12	230	230-Special Ed Inst Specialist 4-12	13-14 14-15	Granted
			SIMPSON, REBECCA	167-Social Studies 7-12, 170-Life/Earth Science 7-12, 308-ESL 7-12	305, 306	305-Gift & Talented PK-8, 306-Gift & Talented 7-12	13-14 14-15	Denied
							13-14 14-15	Denied
			THOMPSON, VIRGINIA	296-Lib Media Sci 7-12, 001-Early Childhood Education PK-4, 295-Lib Media Sci PK-8	289	289-Gifted & Talented K-12	14-15	Granted
			VICKERS, TARA	001-Early Childhood Education PK-4	289	289-Gifted & Talented K-12	14-15	Granted
			VICKERS, APRIL	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 308-ESL 7-12, 307-ESL PK-8	289	289-Gifted & Talented K-12	14-15	Granted

Additional Licensure Waiver Requests
2014 - 2015 School Year
December State Board Meeting

LEA	District Name	# Waivers Requested	Teacher Name	License Areas	ALP Code	Out of Area	Years ALP	Granted /Denied
6001	LITTLE ROCK SCHOOL DISTRICT	69	VIRE, MICHELLE	131-General Science 7-12, 170-Life/Earth Science 7-12, 215-Family & Con Sci 7-12, 9050-Career Orientation 7-12	289	289-Gifted & Talented K-12	14-15	Granted
			WHITE, DISHOUNGH	184-Elementary 1-6	250	250-Business Technology 4-12	14-15	Granted
			WHITEHEAD, JENNIFER	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8	001	001-Early Childhood Education PK-4	12-13 13-14 14-15	Granted
			WILLIAMS-DAVIS, CHANDRA	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 001-Early Childhood Education PK-4	230	230-Special Ed Inst Specialist 4-12	12-13 13-14 14-15	Granted
			WRIGHT, JILL	183-Elementary K-6 K-6, 001-Early Childhood Education PK-4	305, 306	305-Gift & Talented PK-8, 306-Gift & Talented 7-12	13-14 14-15 13-14 14-15	Granted Granted
2203	MONTICELLO SCHOOL DISTRICT	1	MORGAN, MISTY	002-Middle Childhood Lang Arts/SS 4-8, 111-Middle School Mathematics 5-8, 168-Middle Childhood Science/Math 4-8, 184-Elementary 1-6, 411-Career Orientation Endorsement 7-12	250	250-Business Technology 4-12	14-15	Granted
1704	MULBERRY SCHOOL DISTRICT	1	CAMPBELL, CLAIRESSA	167-Social Studies 7-12	114	114-Speech 7-12	14-15	Granted
6002	N. LITTLE ROCK SCHOOL DISTRICT	2	CAMPBELL, TAKECIA	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 3020a-Health 5-8, 6525-Biology 7-12	276	276-Build Level Admin P-12	14-15	Granted
			PHAUP, COURTNEY	214-Family & Con Sci 4-8, 215-Family & Con Sci 7-12, 230-Special Ed Inst Specialist 4-12, 410-Career Academy Endorsement 7-12	284	284-Sp Ed Visual K-12	14-15	Granted

Additional Licensure Waiver Requests
2014 - 2015 School Year
December State Board Meeting

LEA	District Name	# Waivers Requested	Teacher Name	License Areas	ALP Code	Out of Area	Years ALP	Granted /Denied
4713	OSCEOLA SCHOOL DISTRICT	2	JEFFERSON, ANGELA	166-Eng Lang Arts 7-12	108	108-Journalism 7-12	14-15	Granted
			WEST, CARMEN	254-Middle School Math 4-8, 257-Middle School Science 4-8	200	200-Mathematics 7-12	14-15	Granted
	OUACHITA JOB CORPS	1	FARGO, WENDY	002-Middle Childhood Lang Arts/SS 4-8, 168-Middle Childhood Science/Math 4-8, 566-Technical Permit 7-12, 613-Performing Art Permit 5-12, 247-ESL K-12	200	200-Mathematics 7-12	14-15	Granted
	OZARK GUIDANCE	1	HARRIS, JORDAN	204-Vocal Music 7-12, 206-Instrumental Music 7-12, 001-Early Childhood Education PK-4, 203-Vocal Music PK-8, 205-Instrumental Music PK-8	231	231-Special Ed Ech Inst Specialist PK-4	12-13 13-14 14-15	Granted
6505	OZARK MOUNTAIN SCHOOL DISTRICT	1	EVANS, GREGORY		418	418-Career Development 7-8	14-15	Denied
7007	PARKERS CHAPEL SCHOOL DIST.	1	GASTON, LANAE	056-Middle School English 5-8, 114-Speech 7-12, 159-Middle School Social Studies 5-8, 166-Eng Lang Arts 7-12	113	113-Drama 7-12	14-15	Granted
6003	PULASKI COUNTY SPECIAL SCHOOL DISTRICT	2	FIELDER, TERRI	031-Business Ed/Sect Endors 7-12, 225-Business Tech 7-12, 250-Business Technology 4-12	230	230-Special Ed Inst Specialist 4-12	14-15	Granted
			MYKLEBUST, MELANIE	159-Middle School Social Studies 5-8, 184-Elementary 1-6	253	253-Elementary K-6	14-15	Granted
1203	QUITMAN SCHOOL DISTRICT	1	GOAD, DIXIE	031-Business Ed/Sect Endors 7-12, 036-Business Ed/Voc Endors 7-12, 167-Social Studies 7-12, 412-Career Preparation Endorsement 7-12	418	418-Career Development 7-8	14-15	Granted
1106	RECTOR SCHOOL DISTRICT	1	JOHNSTON, CONSTANCE	166-Eng Lang Arts 7-12	108	108-Journalism 7-12	14-15	Granted
1613	RIVERSIDE SCHOOL DISTRICT	1	LOMAX, JULIA RHANDI	001-Early Childhood Education PK-4	253	253-Elementary K-6	14-15	Granted

Additional Licensure Waiver Requests
2014 - 2015 School Year
December State Board Meeting

LEA	District Name	# Waivers Requested	Teacher Name	License Areas	ALP Code	Out of Area	Years ALP	Granted /Denied
5805	RUSSELLVILLE SCHOOL DISTRICT	1	GREGORY, TONDA	167-Social Studies 7-12	230	230-Special Ed Inst Specialist 4-12	14-15	Granted
0406	SILOAM SPRINGS SCHOOL DISTRICT	1	HARDCASTLE JR, ALAN	083-Physical Education K-12, 257-Middle School Science 4-8	418	418-Career Development 7-8	14-15	Granted
	THE POINTE OUTPATIENT BEHAVIORAL HEALTH SERVICES	1	CHAMBERS, MELISSA	002-Middle Childhood Lang Arts/SS 4-8, 159-Middle School Social Studies 5-8, 168-Middle Childhood Science/Math 4-8, 183-Elementary K-6 K-6, 001-Early Childhood Education PK-4, 253-Elementary K-6, 247-ESL K-12	230	230-Special Ed Inst Specialist 4-12	14-15	Granted
7509	WESTERN YELL CO. SCHOOL DIST.	1	SMITH, ASHLEY	166-Eng Lang Arts 7-12, 167-Social Studies 7-12	254	254-Middle School Math 4-8	14-15	Granted
3606	WESTSIDE SCHOOL DIST(JOHNSON)	1	STYLES, CYNTHIA	031-Business Ed/Sect Endors 7-12, 419-Grade 5/6 Business Tech Endors 5-6	418	418-Career Development 7-8	14-15	Granted
40	Total # Districts Requesting Waivers	126	Total # Waivers Requested this month					
								Total # of Waivers Granted 109
								Total # of Waivers Denied 17
								Total # of Waivers this month 126

**Long Term Substitute Waiver Request
December 2014 State Board**

LEA	District	# Waivers Requested	Substitute Name	Substitute Credentials	Teacher of Record	Subject Teaching	Granted/Denied	Semester Granted	Comment
4101	Ashdown School District	1	Owings, Angela	BA - Out of State	None	Special Education	Granted	1st	Additional class
0401	Bentonville School District	1	Sutton, Lori	AR Expired - ECE P-4/Elementary K-6	Williams, Allison	2nd Grade	Granted	1st	Working on renewal
6303	Bryant School District	1	Hodges, Kristen	OK - Social Studies 6-12	Meyer, Christina	Civics	Granted	1st	Reciprocity Pending
6802	Cave City School District	1	Fowler, Jonathan	AR - PE/Wellness/Leisure P-12/Coaching K-12	Higginbotom, Kawia	Business Education	Granted	1st	
5502	Centerpoint School District	1	McLean, Nelda Sue	AR - Elementary 1-6/Special Ed P-12	Laster, Christie	English 7-8	Granted	1st	
1101	Corning School District	1	Elders, Megan	AR - Art P-12	Brickley, Kelly	English 7th Grade	Granted	1st	
0901	Dermott School District	1	Dye, Reagan	BA - UAM/MA - Out of State	Foster, Rebecca	English/Language Arts	Granted	1st	
5901	Des Arc School District	1	Thompson, Kristen	BA - Lyon College	Greenwood, Kaci	English, Oral Communications, Journalism	Granted	1st	
3502	Dollarway School District	1	Lyles, Frank	BA - UAPB	Cunningham, Charles	Math 7-12	Granted	1st	
4102	Foreman School District	1	Collins, Sheri	AR - Elementary 1-6	Gross, Robyn	Special Education	Granted	1st	
6201	Forrest City School District	1	Taylor, Erica	BA - Out of State	None	English	Granted	1st	Vacant
6601	Fort Smith School District	1	Stowers, Tonya	AR - Middle Childhood Education/Elementary K-6	Brewer, Angela	Physical Education	Granted	1st	
0601	Hermitage School District	2	Smith, Ashley	BA - UAM	McCue, Brandy Snea	K-12 Art	Granted	1st	
			Whitney, Timothy	BA - UAM	Dickerson, Amy	English/Oral Comm	Granted	1st	
4401	Huntsville School District	1	Shepherd, Ashleigh	ECE P-4	Hawkins, Lori	Math/Science 5th Grade	Granted	1st	Licensure state unknown
3810	Lawrence County School District	1	Cook, Kate	AR - Provisional - Elementary K-6/Middle Childhood Education	Brand, Janet	2nd Grade	Granted	1st	Reciprocity pending
3904	Lee County School District	1	Fingers, Alisha	BA - Philander Smith	None	Special Education	Granted	1st	Vacant
	Methodist Family Health	1	Ward, Tiffany	BA - Central Baptist College	Young, Monica	Core 9-12; Special Education	Granted	1st	

LEA	District	# Waivers Requested	Substitute Name	Substitute Credentials	Teacher of Record	Subject Teaching	Granted/Denied	Semester Granted	Comment
2203	Monticello School District	1	Hayes, Ola	AR - ECE P-4/Elementary K-6	Pettigrew, Jessica	Elementary Music	Granted	1st	
1703	Mountainburg School District	1	Loyd, Marilyn	AR - Elementary 1-6/Special Ed P-12	Hall, Grayson Grant	Alternative Learning Environment	Granted	1st	Retired
2404	Ozark School District	1	Coldwell, Lou	MO - Health/PE K-12	Ford, Rene	English 8th Grade	Granted	1st	
6003	Pulaski Co. Spec. School Dist.	1	Brown, Danny	BA - UALR	Cothren, Martha	History	Granted	1st	
7311	Searcy School District	1	Haynie, Darlene	AR - Elementary 1-6	Lavender, Rachel	Special Education	Granted	1st	
2705	Sheridan School District	1	Varnell, Tina Lynette	AR - Middle Childhood Education/ Career Orientation 7-12	Price, Kaitlyn Denise	English 9th Grade	Granted	1st	
7008	Smackover School District	1	Wells, Kelsey	BA - U of A	None	Math 7-12	Granted	1st	Vacant
7207	Springdale School District	1	DeBriyn, Caroline	AR - PE 7-12/Health 7-12/Social Studies 7-12/Driver's Education 7-12	None	Medical Professions	Granted	1st	Vacant
1803	West Memphis School District	1	Carlson, Ashley	FL - English 6-12	Lott, Alex	English 7-12	Granted	1st	Reciprocity Pending
25	# Districts Requesting Long Term Substitute Waivers	26	# Long Term Substitute Waivers Requested				26	# Waivers Granted for Long Term Substitutes	

Section 1

Second Lien Bonds

Arkansas Code Annotated (A. C. A.) § 6-20-1229 (b) states the following:

(b) All second-lien bonds issued by school districts shall have semi-annual interest payments with the first interest payment due within eight (8) months of the issuance of the second-lien bond. All second lien bonds shall be repaid on payment schedules that are either:

- (1) Equalized payments in which the annual payments are substantially equal in amount; or
- (2) Decelerated payments in which the annual payments decrease over the life of the schedule.

**STATE BOARD OF EDUCATION MEETING
DECEMBER 11, 2014
APPLICATIONS FOR COMMERCIAL BONDS**

COMMERCIAL BOND APPLICATIONS:

1 2nd Lien	\$	2,070,000.00
<hr/>		<hr/>
1	\$	2,070,000.00

**SCHOOL DISTRICT FINANCIAL TRANSACTIONS
COMMERCIAL BONDS
2ND LIEN
RECOMMEND APPROVAL**

DISTRICT	COUNTY	ADM	AMOUNT OF APPLICATION	DEBT RATIO	TOTAL DEBT W/THIS APPLICATION	PURPOSE
Southside	Independence	1,597.07	\$2,070,000	24.82%	\$14,938,795	Construction and equipment of auditorium and additional classrooms (\$2,000,000), cost of issuance, and underwriter's discount allowance (\$70,000). Any remaining funds will be used for other construction, renovations, and equipment purchases.

Helena-West Helena School District State Board Special Report Synopsis

1. District Information

- a. District Profile
- b. Balances
- c. Classification – Attachment 1c
- d. Indicators
- e. Fiscal Distress Improvement Plan – Attachment 1e

2. Revenue

- a. Tax Projection

3. Expenditures

- a. Salaries and Benefits Yearly Comparison

4. Financial Assistance

- a. Arkansas Department of Education (ADE) Fiscal Distress Unit
- b. ADE-APSCN Unit
- c. ADE-Office of Intensive Support

5. Areas of Concern

- a. Audits – Attachment 5a
- b. Loss of State Revenue (enrollment)
- c. State and Federal Expenditures
- d. Financial Office Staff
 - Number of employees – Attachment 5d
 - Experience/Knowledge
 - Work Load/Job assignments
 - Procedure documentation
 - Compliance with Timelines/Due dates
 - Fiscal Distress Monthly Financial Reports - Attachment 5d
 - Cycle Reports – Attachment 5d
 - Bank Reconciliation



Financial Status Report of the Helena-West Helena School District

December 11, 2014

District Information

Helena-West Helena School District Profile

Misc:	FY12	FY13	FY14	FY15
Superintendent	Suzann McCommon	Suzann McCommon	Suzann McCommon	John Hoy
ADM 3 Qtr Avg Prior Year	2,241.96	1,897.12	1,655.04	1,642.38
Total Assessment	113,701,999	125,831,037	132,059,051	129,361,076
Total Mills	34.10	34.10	34.10	34.10
Local Taxes (at 100% Collection)	3,877,238	4,290,838	4,503,214	4,411,213
State Foundation Funding	10,914,166	8,734,208	7,308,369	7,503,176
Declining Enrollment Funding	224,225	1,080,556	773,809	41,278
Local Revenue per student	1,275.86	1,663.07	1,977.53	1,952.52
Foundation funding aid per student	<u>4,868.14</u>	<u>4,603.93</u>	<u>4,415.47</u>	<u>4,568.48</u>
Foundation funding amt per student	6,144.00	6,267.00	6,393.00	6,521.00
Total Debt (Bonded/Non-Bonded)	7,060,000	7,060,000	6,495,000	6,495,000
Principal & Interest Payments	759,003	84,225	676,925	771,650
Catagorical Funding:	FY12	FY13	FY14	FY15
NSLA	3,146,814	2,800,592	1,449,168*	2,466,008
ALE	246,918	11,458	45,332	4,777
ELL	0	0	311	0
P.D.	<u>95,014</u>	<u>82,316</u>	<u>73,567</u>	<u>43,802</u>
Total Categorical Funding	3,488,746	2,894,366	1,568,378	2,514,587

Helena-West Helena School District

Unrestricted Balance History

Net Unrestricted Legal Balance

2010-11	2011-12	2012-13	2013-14	2014-15 Budget
3,511,492	5,253,924	6,850,080	6,331,612	5,564,459

Helena-West Helena School District Identification and Classification

- July 20, 2010 - Identified for Fiscal Distress Program
- September 13, 2010 - Classified for Fiscal Distress Program
- June 20, 2011 – State Board assumes authority over District

Supporting document attached - 1c

Helena-West Helena School District Fiscal Distress Indicators

- A declining balance determined to jeopardize the fiscal integrity of a school district
- Material state or federal audit exceptions or violations

Helena-West Helena School District Fiscal Distress Improvement Plan Objectives

- Reduced (RIF) 3 administrative office staff
- Reduced 27 licensed positions through RIF and attrition
- Reduced 54 classified positions through RIF and attrition
- Reduced another 30 employees through RIF
- Reduced salary and utility costs by transferring kindergarten students to three other schools
- Reduced operating costs by utilizing NSLA funds more efficiently
- Reduced expenses through consolidation of campuses from 5 to 3
- Reclassified licensed and classified salaries from operating to ARRA funds
- Reclassified licensed and classified salaries from operating to Declining Enrollment funds
- Reclassified licensed and classified salaries from operating to NSLA funds
- Reclassified salaries of 4 licensed positions from operating to Categorical and Federal funds
- Eliminated Saturday School Detention Program
- Eliminated custodial/maintenance uniforms
- Eliminated After School Discipline Program
- Eliminated operating cost of After School
- Monitored all expenditures
- Monitored and implemented corrective actions for 2011 audit findings
- Refunded district bonds to a lower interest rate

Supporting document attached – 1e

Revenue

Helena-West Helena School District

Tax Projection

<u>2014-15 Local Tax Projection</u>				
	<u>URT</u>	<u>D M & O</u>		
	<u>M & O Mills</u>	<u>Above URT</u>	<u>& D S Mills</u>	<u>Total Mills</u>
M & O	25.00			25.00
DM & O				0.00
Debt Service			9.10	9.10
TOTAL MILLS	25.00	0.00	9.10	34.10
REAL PROPERTY	62,711,262.00	62,711,262.00	62,711,262.00	
PERSONAL PROPERTY	31,011,105.00	31,011,105.00	31,011,105.00	
UTILITIES & CARRIERS	<u>35,638,709.00</u>	<u>35,638,709.00</u>	<u>35,638,709.00</u>	
TOTAL ASSESSMENT	129,361,076.00	129,361,076.00	129,361,076.00	
MILLS	0.0250	0.0000	0.00910	0.0341
100% COLLECTION	\$3,234,026.90	\$0.00	\$1,177,185.79	\$4,411,212.69
Estimated Collection Rate	98.00%	94.20%	94.20%	
COLLECTIONS @ Estimated Rate	\$3,169,346.36	\$0.00	\$1,108,909.02	\$4,278,255.38

Expenditures

Helena-West Helena School District

Total Salaries and Benefits Expenditures for All Funds

		Changes from
	<u>Salaries and Benefits</u>	<u>Prior Years</u>
2010-11	19,647,702	
2011-12	15,030,957	(4,616,745)
2012-13	14,141,847	(889,110)
2013-14	13,876,136	(265,711)
2014-15 Budget	13,962,299	86,163

Financial Assistance

- **Arkansas Department of Education (ADE) –
Fiscal Distress Unit**
- **ADE - APSCN Unit**
- **ADE - Office of Intensive Support**

Areas of Concern

Audits

FY12 Audit- Audit Findings

1. **The district has not segregated financial duties.**
2. **Misstatements – District did not record accounts payable of \$179,083 in the other aggregate funds. Statements corrected during field audit.**
3. **Title I – Equipment and Real Property Mgmt: District could not account for 19 of 40 Title I program equipment items and 3 of 13 Special Education equipment items costing \$25, 139 and 3,601, respectively.**
4. **Procurement & Suspension and Debarment – No controls established to ensure vendors were not suspended or debarred.**
5. **Allowable Costs/Cost Principles: District claimed indirect costs in excess of the allowable amounts by \$95,753 for Title I, \$14,623 for Special Education, and \$469 for the Special Education ARRA program.**
6. **Allowable Costs/Cost Principles: Periodic time certifications were not prepared for the District's child nutrition employees who worked solely on a single federal program.**
7. **Allowable Costs/Cost Principles: There was no supporting documentation for 21 transactions, failed to implement the use of 10 equipment items, and could not locate three equipment items for Career Ed. District reimbursed Career Ed \$26,956.**

Supporting document attached – 5a

FY12 Audit- Management Letter Summary

1. Although in June 2012 the District made an undocumented \$79,549 adjustment increasing its general ledger balance, the District's operating bank account was not reconciled at June 30, 2012 by \$689. The District had unreconciled variances from July 2011 through June 2012 ranging from \$14 to \$79,549.
2. The District overstated property taxes receivable by \$176,779. **A similar finding was reported in the previous audit.** Statements were corrected during audit field work.
3. The District was unable to locate six of the ten equipment items during our verification of equipment. **A similar finding was reported in the previous audit.**

Supporting document attached – 5a

FY13 Audit- Audit Findings

1. **Internal Control – segregation of duties**
2. **Misstatements – District did not record accounts receivable of \$324,176 in the special revenue fund and \$140,232 in the other aggregate funds. The financials were corrected during fieldwork. Repeat previous two audits.**
3. **Title I – Equipment and Real Property Mgmt: District could not account for 11 Child Nutrition equipment items costing \$18,962 and, 24 of 36 Title I equipment items costing \$31,640, respectively. Repeat previous two audits.**
4. **Allowable Costs/Cost Principles: District was unable to provide required documentation substantiating the time charged to the Title I, School Improvement Grants, and Child Nutrition programs.**
5. **Reporting: The District did not operate the Title I and Improving Teacher Quality programs within the approved budget classification. Title I expenditures for function 1591 exceeded the budget by \$30,590 more than 10% allowed. Additionally, Improving Teacher Quality program expenditures for function 2295 exceed the budget by \$15,539 more than the 10% allowed.**
6. **Special Tests and Provisions: The District did not contact applicable private school officials for possible participation in the Improving Teacher Quality Program.**
7. **Equipment and Real Property Management – The District could not account for one of thirteen Special Education items costing \$1,477. Repeat previous two audits.**

FY13 Audit- Management Letter Summary

1. The District's Operating bank account was not reconciled at June 30, 2013 by \$1,034. The District had unreconciled variances from July 2012 to June 2013 ranging from \$657 to \$1,227,374. **Repeat finding.**
2. The District was unable to locate eight of the ten equipment items during our verification of equipment. **A similar finding was reported in the previous two audits.**
3. During the course of our audit, the following internal control deficiencies which resulted in penalties and loss of revenue:
 - The District was assessed late filing penalties and interest of \$48,789 for not making timely tax deposits for the quarter ending June 30, 2011.
 - The District was assessed a late filing penalty of \$734 for not making timely tax deposits for the quarter ending September 30, 2012.
 - The District did not deposit a Medicaid reimbursement of \$7,858, and upon notification that the reimbursement remained outstanding, the District failed to follow Medicaid's prescribed procedures for claiming said reimbursement.

Supporting document attached – 5a

Loss of State Revenue

Enrollment

Helena-West Helena School District

Loss of State Revenue - Enrollment

Helena/West Helena School District 3 QTR ADM Comparison

		Changes from
Years	3 QTR ADM (Prior Year)	Prior Year
2009-10	2579.40	
2010-11	2314.95	-264.45
2011-12	2241.96	-72.99
2012-13	1897.12	-344.84
2013-14	1655.04	-242.08
2014-15	1642.38	-12.66
Previous Five Year loss		-937.02

State and Federal Expenditures

Helena-West Helena School District

Federal and State Return of Funds

Helena-W. Helena - Refunds back to ADE			
02/21/12	2009-10 SOF 6781 Title IV-A Expired Funds	2009-10	5,656.98
02/21/12	2009-10 SOF 6784 Title VI-B State (RLIS) Expired Funds	2009-10	30,257.50
05/08/12	2009-10 Ed Jobs ARRA Funds	2009-10	8,311.43
07/30/12	SOF 6523 Title I Reading First	expired	39,706.36
11/01/12	SOF 6406 Title I, Part B, Subpart 4 Improving Literacy through libraries	retired program	18,993.13
11/01/12	SOF 6512 Title I Comprehensive School Reform Dev. Program	retired program	57,303.61
11/01/12	SOF 6578 Technology Literacy	retired program	13,148.88
11/01/12	SOF 6755 Math/Science Grant	retired program	3,305.76
11/01/12	SOF 6522 Chapter II Discretionary	retired program	37,852.62
11/01/12	SOF 6535 Public Charter School	retired program	9,685.89
05/12/14	2010-11 SOF 6501 - Expired funds	2009-10 & 11-12	58,533.10
09/22/14	Expired funds for SOFs 6501, 6810 & 6516	2011-12	63,422.60
TOTAL REFUNDED TO ADE FEDERAL GRANTS MANAGEMENT -			346,177.86

NSL State Categorical Withholding	2013-14	926,998
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Financial Office Staff

Financial Office Staff

- Number of employees
 - Experience/Knowledge
 - Work Load/Job assignments
 - Procedure documentation
 - Compliance with Timelines/Due dates
- Fiscal Distress Monthly Financial Reports
Cycle Reports

Supporting document attached – 5d

BALANCE



FINANCE ACADEMIC FACILITIES

Summary

- ❑ Communication – Set specific goals
- ❑ District awareness - financial, academic, facilities, student, parents, and community
- ❑ Calendar – Create a yearly calendar with due dates and comply
- ❑ Adhere to policies – Example: bidding, employee leave
- ❑ Establish written procedures and cross train jobs – Example: payroll processes, accounts payable, etc.
- ❑ Streamline and automate processes
- ❑ Develop Consistency
- ❑ Know District's obligations
 - Implement and track purchase order procedures
 - District debt payment schedules – know amount and date payments are due
- ❑ Monitor Budget – No less than monthly with a detailed review and no less than quarterly (correct coding errors)
- ❑ Fiscal Manager – Appoint an employee to monitor, coordinate, and insure the District's overall budget is efficiently utilizing all funds (local, state, and federal).
- ❑ Repeat audit findings must be addressed

Each employee should understand and execute the duties and responsibilities of their job



Fiscal Distress Unit

**4 Capitol Mall
Little Rock, AR 72201
501-682-5124
<http://arkansased.org>**



ARKANSAS DEPARTMENT OF EDUCATION

Dr. Tom W. Kimbrell
Commissioner

September 14, 2010

**State Board
of Education**

Dr. Naccaman Williams
Springdale
Chair

Jim Cooper
Melbourne
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Brenda Gullett
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Dr. Ben Mays
Clinton

Toyce Newton
Crossett

Vicki Saviers
Little Rock

Mr. Willie Williams, Superintendent
Helena - W. Helena School District
P.O. Box 369
Helena, AR 72342

Dear Mr. Williams:

The State Board of Education classified the Helena - W. Helena School District in Fiscal Distress at the September 13, 2010 meeting. Subsequent to classification, the Department requires the following actions of your district.

Fiscal Distress Improvement Plan

- Submit a written Fiscal Distress Improvement Plan (Plan) within ten (10) days
- Deadline to submit the Plan is 4:30 p.m., September 23, 2010

The Plan shall contain, at a minimum, the following elements:

- Identification of each indicator
(Listed in the July 20, 2010 identification letter)
- Specific corrective action steps for each indicator
- Timeline for each corrective action step
- Additional action steps the district proposes to take
- Timeline for each additional action step the district proposed
- A statement of assurance that implementing the Plan will not violate the Standards of Accreditation

Publication of the District's Fiscal Distress Classification

- Publish a Notice of Helena - W. Helena District's Fiscal Distress Classification at least one (1) time for two (2) consecutive weeks in a newspaper of general circulation in the school district within 30 calendar days
- Deadline for the announcement to be published is October 13, 2010.
- Deadline to submit to the Department a Proof of Publication or an Affidavit of Publication is November 12, 2010

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

The Publication notice shall contain the following elements:

- District's classification as a Fiscal Distress School District
- Identify the Fiscal Distress Indicators

Debt Issuance

No school district identified in fiscal distress may incur any debt without written approval from the Department prior to executing any and all such agreements.

Any debt includes:

- Contract
- Lease
- Loan
- Purchase
- Other obligations that increase the district's financial obligations, accounts payable or liabilities.

Fiscal Distress Reporting Requirements

The Department requires all Fiscal Distress Districts to submit the following documents on a monthly basis:

- Detailed Statement of Changes in Fund Balances
- Summary Revenue Status Report
- Summary Expenditure Status Report
- Bank Reconciliation Report (final page only)
- Approved minutes of the monthly School Board meeting indicating approval of the above reports

The Reporting Requirements include:

- Documents submitted on paper, via U.S. mail (not fax)
- Deadline to submit is the 15th of the following month
- Additional information concerning this requirement is provided in the attachment "Monthly Required Reports."

All correspondence, required reports, Fiscal Distress Improvement Plans, and approvals referenced in this letter should be sent to:

Financial Accountability and Reporting Unit
Attn: Hazel Burnett
Four Capitol Mall, Room 105C
Little Rock, AR 72201.

For additional information, please refer to Arkansas Code Ann. §6-20-1900 et. seq. and the Rules Identifying and Governing the Arkansas Fiscal Assessment and Accountability Program. These documents are included with this letter. If you have any questions, please contact me at 501-682-5124.

Sincerely,



Hazel Burnett
ADE Coordinator, Fiscal Distress Accountability and Reporting

Helena-West Helena School District

Fiscal Distress District Improvement Plan

When focusing on the fiscal status of the district, the administration noted the stated areas of concern:

Areas of Concern

- The district operates too many campuses
- The district is overstaffed for number of student served
- The district has Audit Findings to be addressed
- Decrease in Revenue
- Facilities require upgrading and repairs

Analysis of Why Problem Areas Occurred

- The failure to align the use of campuses to students served
- The failure to reduce staff when experiencing a significant loss of students
- Inadequate monitoring/supervision and adherence to adopted policies and procedures
- The failure to adjust expenditures within available revenue
- Lack of maintenance and repair to facilities; the former Facilities Master Plan did not address warm, safe and dry issues.

Helena-West Helena School District

Fiscal Distress District Improvement Plan

1e

The Helena-West Helena School District is located in Eastern Arkansas (Phillips County); its size is 120 square miles. To provide transportation for its students, the district contracts with Durham Bus Services for the transportation of its students. Durham operates twenty-five daily routes with three of these being Special needs routes.

The distance of the routes range from a high 39.5 miles to a low of 5.5 miles (both ways). Twelve of the twenty five buses used on a daily route are owned by Helena-West Helena School District.

On June 20, 2011, the Commissioner of Education removed the Helena-West Helena Board of Directors and the Superintendent. The State assumed control of the school district by appointing Suzann McCommon as the CEO and Ulicious Reed, the COO of the District.

At the present time, the district serves its K-12 students by using six sites located on five campuses. This configuration does not lend itself to effectiveness and efficient use of the district's personnel nor resources. The current assessment valuation of the District is \$113,701.999 with the millage rate being 34.10 (25.0 mills = M & O; 9.10 mills = debt service). The school district has an annual bonded debt payment of \$683,102.25. It has no non-bonded debt payment, no post-dated warrants, and no current short term cash flow agreements. However, the district has a lease agreement for the transporting of its K-12 students with Durham Bus Service. For the 2011-2012 school year the agreement will cost approximately \$900,000.00 for daily student transportation plus additional charges for fuel and any repair which exceeds \$500.

The district also has a lease agreement for copy machines which cost approximately \$17,000.00 per month or \$204,000.00 per year.

In September 2010, the Helena-West Helena School District was classified as being in fiscal distress by the State Board of Education. The reasons for the classification were:

- Declining balance determined to jeopardize the fiscal integrity of the school district.
- Material state or federal audit exceptions or violations.

The district three quarter (K-12) student's enrollment average for 2009-2010 school year was 2,315; it was 2,242 for the 2010-2011 school year. This year the district's two quarter K-12 enrollment is 1876. The decrease of revenue for the 2012-2013 school year is projected at \$1,147,086 based on the two quarter average of 1876 thus making it necessary to address the loss in revenue and overstaffing immediately.

The Helena-West Helena School District because of the Reduction in Force that became necessary during the 2010-2011 and 2011-2012 school years has incurred an unemployment debt of approximately \$375,000.00 which is now due.

A similar amount will be due next year.

Helena-West Helena School District

Fiscal Distress District Improvement Plan

1e

	Plan Objective	Responsible Party	Specific Strategy	Board Action	Date Of Action	Funding Sources	Amount Of Net Savings	Objective Met	
								Yes	No
Objective 1	Reduce Salary Expenditures to align with available revenue	Administration	RIF up to thirty (30) staff members	March 2012	April 30, 2012	Teacher Salary Fund and Operating	\$1,191,850.00		
Objective 2	Maximize the use of Categorical dollars	Administration	Move four (4) teachers from foundation dollars to allowable categorical funds	June 2012	July 1, 2012	Categorical Funds	\$169,400.00		
Objective 3	Consolidate Campuses	Administration	To reduce operating expenditures	March 2012	June 3, 2012	Operating Fund	\$60,000		
* Objective 4	Address Audit findings for fiscal year ending June 30, 2011	Administration	(a) Provide training for needed staff (b) Establish internal controls and increased monitoring of all financial transactions	March 2012	March 2012 and on-going	N/A	N/A		
Objective 5	Address repairs: warm, safe and dry issues on Miller's campus and make urgent repairs on Central's Campus	Administration	Refunding of Bonds to generate saving due to the exceptional low interest rates; use the funds generated by the savings to pay for repairs on Miller and Central campus	April 2012	May 1, 2012	Debt Services Funds and Operating Fund	Projected Savings from refunding of bonds: \$625,000 Cost of repairs (Miller and Central) \$615,000 Net Savings: \$10,000		

Helena-West Helena School District No. 2

Phillips County, Arkansas

Regulatory Basis Financial Statements and Other Reports

June 30, 2012

LEGISLATIVE JOINT AUDITING COMMITTEE



HELENA-WEST HELENA SCHOOL DISTRICT NO. 2
 PHILLIPS COUNTY, ARKANSAS
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 JUNE 30, 2012

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Management Letter

REGULATORY BASIS FINANCIAL STATEMENTS

Exhibit

Balance Sheet - Regulatory Basis

A

Statement of Revenues, Expenditures, and Changes in Fund Balances -
 Governmental Funds - Regulatory Basis

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Statement of Revenues, Expenditures, and Changes in Fund Balances -

Budget and Actual - General and Special Revenue Funds - Regulatory Basis

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5

Sen. Bill Pritchard
Senate Chair
Rep. Tim Summers
House Chair
Sen. David Wyatt
Senate Vice Chair
Rep. Toni Bradford
House Vice Chair

Arkansas



Roger A. Norman, JD, CPA, CFE
Legislative Auditor

LEGISLATIVE JOINT AUDITING COMMITTEE DIVISION OF LEGISLATIVE AUDIT

INDEPENDENT AUDITOR'S REPORT

Helena-West Helena School District No. 2 and Arkansas Department of Education
Legislative Joint Auditing Committee

We have audited the accompanying financial statements of each major governmental fund and the aggregate remaining fund information of the Helena-West Helena School District No. 2 (the "District"), as of and for the year ended June 30, 2012, which collectively comprise the District's regulatory basis financial statements as listed in the table of contents. These financial statements are the responsibility of District management. Our responsibility is to express opinions on these financial statements based on our audit.

We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free of material misstatement. An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements. An audit also includes assessing the accounting principles used and significant estimates made by management, as well as evaluating the overall financial statement presentation. We believe that our audit provides a reasonable basis for our opinions.

As described more fully in Note 1, the District has prepared these financial statements using accounting practices prescribed or permitted by Arkansas Code, which Note 1, the practices differ from accounting principles generally accepted in the United States of America. The effect on the financial statements of the variances between these regulatory accounting practices and accounting principles generally accepted in the United States of America, although not reasonably determinable, are presumed to be material.

In our opinion, because of the effects of the matter discussed in the preceding paragraph, the financial statements referred to previously do not present fairly, in conformity with accounting principles generally accepted in the United States of America, the financial position of the District as of June 30, 2012, or the changes in financial position for the year then ended. Further, the District has not presented a management's discussion and analysis that accounting principles generally accepted in the United States has determined is necessary to supplement, although not required to be part of, the basic financial statements.

In our opinion, the financial statements referred to previously present fairly, in all material respects, the respective financial position of each major governmental fund and the aggregate remaining fund information of the District as of June 30, 2012, and the respective changes in financial position thereof and the respective budgetary comparison for the general and special revenue funds for the year then ended, on the basis of accounting described in Note 1.

In accordance with *Government Auditing Standards*, we have also issued our report dated December 14, 2012 on our consideration of the District's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* and should be considered in assessing the results of our audit.

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the District's regulatory basis financial statements. The Schedule of Expenditures of Federal Awards (Schedule 2), as required by U.S. Office of Management and Budget Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*, Schedule of Findings and Questioned Costs (Schedule 3), and Federal Award Programs - Summary Schedule of Prior Audit Findings (Schedule 4) are presented for purposes of additional analysis and are not a required part of the regulatory basis financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the regulatory basis financial statements. The information has been subjected to the auditing procedures applied in the audit of the regulatory basis financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the regulatory basis financial statements or to the regulatory basis financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the Schedule of Expenditures of Federal Awards (Schedule 2), Schedule of Findings and Questioned Costs (Schedule 3), and Federal Award Programs - Summary Schedule of Prior Audit Findings (Schedule 4) are fairly stated in all material respects in relation to the regulatory basis financial statements taken as a whole.

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the District's regulatory basis financial statements. The Schedule of Capital Assets (Schedule 1) and the Schedule of Selected Information for the Last Five Years - Regulatory Basis (Schedule 5) are presented for the purposes of additional analysis and are not a required part of the regulatory basis financial statements. Such information has not been subjected to the auditing procedures applied in the audit of the regulatory basis financial statements, and accordingly, we do not express an opinion or provide any assurance on them.

DIVISION OF LEGISLATIVE AUDIT



Roger A. Norman, JD, CPA, CFE
Legislative Auditor

Little Rock, Arkansas
December 14, 2012
EDSD28812

Sen. Bill Pritchard
Senate Chair
Rep. Tim Summers
House Chair
Sen. David Wyatt
Senate Vice Chair
Rep. Toni Bradford
House Vice Chair

Arkansas



5a

Roger A. Norman, JD, CPA, CFE
Legislative Auditor

LEGISLATIVE JOINT AUDITING COMMITTEE DIVISION OF LEGISLATIVE AUDIT

REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS

Helena-West Helena School District No. 2 and Arkansas Department of Education
Legislative Joint Auditing Committee

We have audited the financial statements of each major governmental fund and the aggregate remaining fund information of the Helena-West Helena School District No. 2 (the "District"), as of and for the year ended June 30, 2012, which collectively comprise the District's regulatory basis financial statements, and have issued our report thereon dated December 14, 2012. We issued an adverse opinion because the District prepared the financial statements using accounting practices prescribed or permitted by the Arkansas Code, which differ from accounting principles generally accepted in the United States of America. The effect on the financial statements of the variances between these regulatory accounting practices and accounting principles generally accepted in the United States of America, although not reasonably determinable, are presumed to be material. However, the financial statements present fairly, in all material respects, the respective financial position of each major governmental fund and the aggregate remaining fund information of the District as of June 30, 2012, and the respective changes in financial position thereof and the respective budgetary comparison for the general and special revenue funds for the year then ended, on the basis of accounting described in Note 1. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States.

Internal Control Over Financial Reporting

Management of the District is responsible for establishing and maintaining effective internal control over financial reporting. In planning and performing our audit, we considered the District's internal control over financial reporting as a basis for designing our auditing procedures for the purpose of expressing our opinions on the regulatory basis financial statements, but not for the purpose of expressing an opinion on the effectiveness of the District's internal control over financial reporting. Accordingly, we do not express an opinion on the effectiveness of the District's internal control over financial reporting.

Our consideration of internal control over financial reporting was for the limited purpose described in the preceding paragraph and was not designed to identify all deficiencies in internal control over financial reporting that might be significant deficiencies or material weaknesses and therefore, there can be no assurance that all deficiencies, significant deficiencies, or material weaknesses have been identified. However, as described in the accompanying Schedule of Findings and Questioned Costs, we identified certain deficiencies in internal control over financial reporting that we consider to be material weaknesses.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the District's financial statements will not be prevented, or detected and corrected on a timely basis. We consider the deficiencies described in the accompanying Schedule of Findings and Questioned Costs as items 2012-1 and 2012-2 to be material weaknesses.

Compliance and Other Matters

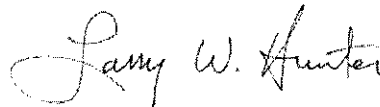
As part of obtaining reasonable assurance about whether the District's regulatory basis financial statements are free of material misstatement, we performed tests of its compliance with certain provisions of the state constitution, state and federal laws and regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

We noted certain matters that we reported to management of the District in a separate letter dated December 14, 2012.

The District's responses to the findings identified in our audit, excluding the management letter findings, are described in the accompanying Schedule of Findings and Questioned Costs. We did not audit the District's responses and, accordingly, we express no opinion on the responses.

This report is intended solely for the information and use of the Legislative Joint Auditing Committee, the Arkansas Department of Education and District management, state executive and oversight management, federal regulatory and oversight bodies, the federal awarding agencies and pass-through entities, and other parties as required by Arkansas Code, and is not intended to be and should not be used by anyone other than these specified parties. However, pursuant to Ark. Code Ann. § 10-4-417, all reports presented to the Legislative Joint Auditing Committee are matters of public record and distribution is not limited.

DIVISION OF LEGISLATIVE AUDIT



Larry W. Hunter, CPA, CFE
Deputy Legislative Auditor

Little Rock, Arkansas
December 14, 2012

Sen. Bill Pritchard
Senate Chair
Rep. Tim Summers
House Chair
Sen. David Wyatt
Senate Vice Chair
Rep. Toni Bradford
House Vice Chair

Arkansas



5a

Roger A. Norman, JD, CPA, CFE
Legislative Auditor

LEGISLATIVE JOINT AUDITING COMMITTEE DIVISION OF LEGISLATIVE AUDIT

REPORT ON COMPLIANCE WITH REQUIREMENTS THAT COULD HAVE A DIRECT AND MATERIAL EFFECT ON EACH MAJOR PROGRAM AND ON INTERNAL CONTROL OVER COMPLIANCE IN ACCORDANCE WITH OMB CIRCULAR A-133

INDEPENDENT AUDITOR'S REPORT

Helena-West Helena School District No. 2 and Arkansas Department of Education

Legislative Joint Auditing Committee

Compliance

We have audited the Helena-West Helena School District No. 2 (the "District") compliance with the types of compliance requirements described in the *OMB Circular A-133 Compliance Supplement* that could have a direct and material effect on each of the District's major federal programs for the year ended June 30, 2012. The District's major federal programs are identified in the summary of auditor's results section of the accompanying Schedule of Findings and Questioned Costs. Compliance with the requirements of laws, regulations, contracts, and grants applicable to each of its major federal programs is the responsibility of the District's management. Our responsibility is to express an opinion on the District's compliance based on our audit.

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. Those standards and OMB Circular A-133 require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about the District's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinion. Our audit does not provide a legal determination of the District's compliance with those requirements.

As described in item 2012-3 in the accompanying Schedule of Findings and Questioned Costs, the District did not comply with requirements regarding equipment and real property management that are applicable to its Title I Grants to Local Educational Agencies program and the Special Education - Grants to States program. Compliance with such requirements is necessary, in our opinion, for the District to comply with the requirements applicable to those programs.

In our opinion, except for the noncompliance described in the preceding paragraph, the District complied, in all material respects, with the compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2012. The results of our auditing procedures also disclosed other instances of noncompliance with those requirements, which are required to be reported in accordance with OMB Circular A-133 and which are described in the accompanying Schedule of Findings and Questioned Costs as items 2012-4, 2012-5, and 2012-6.

Internal Control Over Compliance

Management of the District is responsible for establishing and maintaining effective internal control over compliance with the requirements of laws, regulations, contracts, and grants applicable to federal programs. In planning and performing our audit, we considered the District's internal control over compliance with the requirements that could have a direct and material effect on a major federal program to determine the auditing procedures for the purpose of expressing our opinion on compliance and to test and report on internal control over compliance in accordance with OMB Circular A-133, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the District's internal control over compliance.

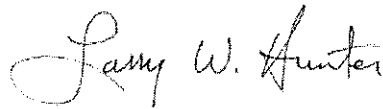
Our consideration of internal control over compliance was for the limited purpose described in the preceding paragraph and was not designed to identify all deficiencies in internal control over compliance that might be significant deficiencies or material weaknesses and therefore, there can be no assurance that all deficiencies, significant deficiencies, or material weaknesses have been identified. However, as discussed below, we identified a certain deficiency in internal control over compliance that we consider to be a material weakness and other deficiencies that we consider to be significant deficiencies.

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. *A material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. We consider the deficiency in internal control over compliance described in the accompanying Schedule of Findings and Questioned Costs as item 2012-3 to be a material weakness. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance. We consider the deficiencies in internal control over compliance described in the accompanying Schedule of Findings and Questioned Costs as items 2012-4, 2012-5, and 2012-6 to be significant deficiencies.

The District's responses to the findings identified in our audit are described in the accompanying Schedule of Findings and Questioned Costs. We did not audit the District's responses and, accordingly, we express no opinion on the responses.

This report is intended solely for the information and use of the Legislative Joint Auditing Committee, the Arkansas Department of Education and District management, state executive and oversight management, federal regulatory and oversight bodies, the federal awarding agencies and pass-through entities, and other parties as required by Arkansas Code, and is not intended to be and should not be used by anyone other than these specified parties. However, pursuant to Ark. Code Ann. § 10-4-417, all reports presented to the Legislative Joint Auditing Committee are matters of public record and distribution is not limited.

DIVISION OF LEGISLATIVE AUDIT



Larry W. Hunter, CPA, CFE
Deputy Legislative Auditor

Little Rock, Arkansas
December 14, 2012

Sen. Bill Pritchard
Senate Chair
Rep. Tim Summers
House Chair
Sen. David Wyatt
Senate Vice Chair
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Arkansas



Roger A. Norman, JD, CPA, CFE
Legislative Auditor

LEGISLATIVE JOINT AUDITING COMMITTEE DIVISION OF LEGISLATIVE AUDIT

MANAGEMENT LETTER

Helena-West Helena School District No. 2 and Arkansas Department of Education
Legislative Joint Auditing Committee

We would like to communicate the following items that came to our attention during this audit. The purpose of such comments is to provide constructive feedback and guidance, in an effort to assist management to maintain a satisfactory level of compliance with the state constitution, laws and regulations and to improve internal control. These matters were discussed previously with District officials during the course of our audit fieldwork and at the exit conference.

1. Although in June 2012 the District made an undocumented \$79,549 adjustment increasing its general ledger balance, the District's operating bank account was not reconciled at June 30, 2012 by \$689. We also noted the District had unreconciled variances from July 2011 through June 2012 ranging from \$14 to \$79,549.
2. The District overstated property taxes receivable by \$176,779. A similar finding was reported in the previous audit. The financial statements were corrected during the audit fieldwork.
3. The District was unable to locate six of the ten equipment items during our verification of equipment. A similar finding was reported in the previous audit.

This letter is intended solely for the information and use of the Legislative Joint Auditing Committee, the Arkansas Department of Education and District management, state executive and oversight management, federal regulatory and oversight bodies, the federal awarding agencies and pass-through entities, and other parties as required by Arkansas Code, and is not intended to be and should not be used by anyone other than these specified parties. However, pursuant to Ark. Code Ann. § 10-4-417, all reports presented to the Legislative Joint Auditing Committee are matters of public record and distribution is not limited.

DIVISION OF LEGISLATIVE AUDIT

Larry W. Hunter, CPA, CFE
Deputy Legislative Auditor

Little Rock, Arkansas
December 14, 2012

HELENA-WEST HELENA SCHOOL DISTRICT NO. 2
 PHILLIPS COUNTY, ARKANSAS
 BALANCE SHEET - REGULATORY BASIS
 JUNE 30, 2012

	Governmental Funds			
	Major			
	General	Special Revenue	Other Aggregate	Fiduciary Fund Types
ASSETS				
Cash	\$ 6,304,295	\$ 57,740		\$ 17,964
Investments	3,642			
Accounts receivable	92,845	639,407		
Property taxes receivable	27,806			
Due from other funds		50,754	\$ 179,083	
TOTAL ASSETS	<u>\$ 6,428,588</u>	<u>\$ 747,901</u>	<u>\$ 179,083</u>	<u>\$ 17,964</u>
LIABILITIES AND FUND BALANCES				
Liabilities:				
Accounts payable	\$ 242,456	\$ 118,443	\$ 179,083	\$ 6,835
Due student groups				10,629
Due to other funds	229,837			
Total Liabilities	<u>472,293</u>	<u>118,443</u>	<u>179,083</u>	<u>17,464</u>
Fund Balances:				
Restricted	1,414,129	629,458		500
Assigned	22,322			
Unassigned	4,519,844			
Total Fund Balances	<u>5,956,295</u>	<u>629,458</u>		<u>500</u>
TOTAL LIABILITIES AND FUND BALANCES	<u>\$ 6,428,588</u>	<u>\$ 747,901</u>	<u>\$ 179,083</u>	<u>\$ 17,964</u>

The accompanying notes are an integral part of these financial statements.

HELENA-WEST HELENA SCHOOL DISTRICT NO. 2
 PHILLIPS COUNTY, ARKANSAS
 STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES -
 GOVERNMENTAL FUNDS - REGULATORY BASIS
 FOR THE YEAR ENDED JUNE 30, 2012

	Major		Other
	General	Special Revenue	Aggregate
REVENUES			
Property taxes (including property tax relief trust distribution)	\$ 3,663,133		
State assistance	15,510,719	\$ 9,457	
Federal assistance	18,254	6,302,556	
Activity revenues	62,090		
Meal sales		78,216	
Investment income	27,001		
Other revenues	531,372		
TOTAL REVENUES	19,812,569	6,390,229	
EXPENDITURES			
Regular programs	7,517,145	26,906	
Special education	1,000,685	313,901	
Workforce education programs	301,556	45,541	
Compensatory education programs	552,411	1,100,169	
Other instructional programs	389,361	5,679	
Student support services	737,407	109,469	
Instructional staff support services	1,152,755	3,602,859	
General administration support services	442,239	87,937	
School administration support services	971,274	2,880	
Central services support services	427,692	47,284	
Operation and maintenance of plant services	2,407,540	1,219	\$ 605,600
Student transportation services	851,904	74,885	
Other support services	5,946		
Food services operations	8,948	1,286,948	
Community services operations		48	
Facilities acquisition and construction services	19,307		
Non-programmed costs		215,202	
Activity expenditures	127,023		
Debt Service:			
Principal retirement			470,000
Interest and fiscal charges			290,634
TOTAL EXPENDITURES	16,913,193	6,920,927	1,366,234
EXCESS OF REVENUES OVER (UNDER) EXPENDITURES	2,899,376	(530,698)	(1,366,234)
OTHER FINANCING SOURCES (USES)			
Transfers in			1,265,788
Transfers out	(1,265,788)		
Refund to grantors	(76,335)	(105,022)	
Net bond issuance costs			(116,268)
Payment to refunding bond escrow agent			(6,936,248)
Proceeds from refunding bond issue			7,060,000
TOTAL OTHER FINANCING SOURCES (USES)	(1,342,123)	(105,022)	1,273,272
EXCESS OF REVENUES AND OTHER SOURCES OVER (UNDER) EXPENDITURES AND OTHER USES	1,557,253	(635,720)	(92,962)
FUND BALANCES - JULY 1	4,399,042	1,265,178	92,962
FUND BALANCES - JUNE 30	\$ 5,956,295	\$ 629,458	\$ 0

The accompanying notes are an integral part of these financial statements.

HELENA-WEST HELENA SCHOOL DISTRICT NO. 2
 PHILLIPS COUNTY, ARKANSAS
 STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES -
 BUDGET AND ACTUAL - GENERAL AND SPECIAL REVENUE FUNDS - REGULATORY BASIS
 FOR THE YEAR ENDED JUNE 30, 2012

	General		Variance Favorable (Unfavorable)	Special Revenue		Variance Favorable (Unfavorable)
	Budget	Actual		Budget	Actual	
REVENUES						
Property taxes (including property tax relief trust distribution)	\$ 3,674,700	\$ 3,663,133	\$ (11,567)			
State assistance	15,331,415	15,510,719	179,304			
Federal assistance		18,254	18,254	\$ 5,811,336	\$ 9,457	\$ 9,457
Activity revenues		62,090	62,090		6,302,556	491,220
Meal sales					78,216	78,216
Investment income		27,001	27,001			
Other revenues	312,786	531,372	218,586			
TOTAL REVENUES	19,318,901	19,812,569	493,668	5,811,336	6,390,229	578,893
EXPENDITURES						
Regular programs	7,989,189	7,517,145	472,044	186,425	26,906	159,519
Special education	956,055	1,000,685	(44,630)	644,445	313,901	330,544
Workforce education programs	400,667	301,556	99,111	9,601	45,541	(35,940)
Compensatory education programs	427,697	552,411	(124,714)	2,189,364	1,100,169	1,089,195
Other instructional programs	676,796	389,361	287,435		5,679	(5,679)
Student support services	630,944	737,407	(106,463)	154,372	109,469	44,903
Instructional staff support services	1,784,691	1,152,755	631,936	3,833,930	3,602,859	231,071
General administration support services	986,994	442,239	544,755	131,403	87,937	43,466
School administration support services	916,575	971,274	(54,699)		2,880	(2,880)
Central services support services	475,645	427,692	47,953		47,284	(47,284)
Operation and maintenance of plant services	2,030,381	2,407,540	(377,159)		1,219	(1,219)
Student transportation services	1,123,762	851,904	271,858	108,841	74,885	33,956
Other support services	10,215	5,946	4,269			
Food services operations	145,000	8,948	136,052	728,535	1,286,948	(558,413)
Community services operations				2,000	48	1,952
Facilities acquisition and construction services		19,307	(19,307)			
Non-programmed costs				46,553	215,202	(168,649)
Activity expenditures		127,023	(127,023)			
TOTAL EXPENDITURES	18,554,611	16,913,193	1,641,418	8,035,469	6,920,927	1,114,542

HELENA-WEST HELENA SCHOOL DISTRICT NO. 2
 PHILLIPS COUNTY, ARKANSAS
 STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES -
 BUDGET AND ACTUAL - GENERAL AND SPECIAL REVENUE FUNDS - REGULATORY BASIS
 FOR THE YEAR ENDED JUNE 30, 2012

	General		Variance Favorable (Unfavorable)	Special Revenue		Variance Favorable (Unfavorable)
	Budget	Actual		Budget	Actual	
EXCESS OF REVENUES OVER (UNDER) EXPENDITURES	\$ 764,290	\$ 2,899,376	\$ 2,135,086	\$ (2,224,133)	\$ (530,698)	\$ 1,693,435
OTHER FINANCING SOURCES (USES)						
Transfers in	10,075,935		(10,075,935)			
Transfers out	(10,835,388)	(1,265,788)	9,569,600			
Refund to grantors		(76,335)	(76,335)		(105,022)	(105,022)
TOTAL OTHER FINANCING SOURCES (USES)	(759,453)	(1,342,123)	(582,670)		(105,022)	(105,022)
EXCESS OF REVENUES AND OTHER SOURCES OVER (UNDER) EXPENDITURES AND OTHER USES	4,837	1,557,253	1,552,416	(2,224,133)	(635,720)	1,588,413
FUND BALANCES - JULY 1	4,471,342	4,399,042	(72,300)	1,080,145	1,265,178	185,033
FUND BALANCES - JUNE 30	\$ 4,476,179	\$ 5,956,295	\$ 1,480,116	\$ (1,143,988)	\$ 629,458	\$ 1,773,446

The accompanying notes are an integral part of these financial statements.

HELENA-WEST HELENA SCHOOL DISTRICT NO. 2
 PHILLIPS COUNTY, ARKANSAS
 NOTES TO FINANCIAL STATEMENTS
 JUNE 30, 2012

1: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

A. Reporting Entity

The Helena-West Helena School District (District), as of June 20, 2011, is under the control of the Arkansas Department of Education. The local school board was dissolved as of that date. See Note 14. There are no component units.

B. Description of Funds

Major governmental funds (per the regulatory basis of accounting) are defined as General and Special Revenue.

General Fund – The General Fund is used to account for and report all financial resources not accounted for and reported in another fund.

Special Revenue Fund – The Special Revenue Fund is used to account for and report the proceeds of specific revenue sources that are restricted or committed to expenditure for specified purposes other than debt service or capital projects. The Special Revenue Fund includes federal revenues and related expenditures, restricted for specific educational programs or projects, including the District's food services operations. The Special Revenue Fund also includes required matching for those federal programs, program income required to be used to further the objectives of those programs, and transfers from the general fund to supplement such programs.

Other governmental funds, presented in the aggregate, consist of the following:

Capital Projects Fund – The Capital Projects Fund is used to account for and report financial resources that are restricted, committed, or assigned to expenditure for capital outlays including the acquisition or construction of capital facilities and other capital assets. The Capital Projects Fund excludes those types of capital-related outflows financed by proprietary funds or for assets that will be held in trust for individuals, private organizations, or other governments.

Debt Service Fund – The Debt Service Fund is used to account for and report financial resources that are restricted, committed, or assigned to expenditure for principal and interest.

Fiduciary Fund types include the following:

Agency Funds – Agency Funds are used to report resources held by the reporting government in a purely custodial capacity (assets equal liabilities).

Private-purpose Trust Funds – Private-purpose trust funds are used to report all other trust arrangements under which principal and income benefit individuals, private organizations, or other governments.

C. Measurement Focus and Basis of Accounting

The financial statements are prepared in accordance with a regulatory basis of accounting (RBA). This basis of accounting is prescribed by Ark. Code Ann. § 10-4-413(c), as provided in Act 2201 of 2005, and requires that financial statements be presented on a fund basis with, as a minimum, the general fund and special revenue fund presented separately and all other funds included in the audit presented in the aggregate. The law also stipulates that the financial statements consist of a balance sheet; a statement of revenues, expenditures, and changes in fund balances; a comparison of the final adopted budget to the actual expenditures for the general fund and special revenue funds of the entity; notes to financial statements; and a supplemental schedule of capital assets, including land, buildings, and equipment. The law further stipulates that the State Board of Education shall promulgate the rules necessary to administer the regulatory basis of presentation.

HELENA-WEST HELENA SCHOOL DISTRICT NO. 2
 PHILLIPS COUNTY, ARKANSAS
 NOTES TO FINANCIAL STATEMENTS
 JUNE 30, 2012

1: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

C. Measurement Focus and Basis of Accounting (Continued)

The RBA is not in accordance with generally accepted accounting principles (GAAP). GAAP require that basic financial statements present government-wide financial statements. Additionally, GAAP require the following major concepts: Management's Discussion and Analysis, accrual basis of accounting for government-wide financial statements, including depreciation expense, modified accrual basis of accounting for fund financial statements, separate financial statements for fiduciary fund types, separate identification of special and extraordinary items, inclusion of capital assets and debt in the financial statements, specific procedures for the identification of major governmental funds, and applicable note disclosures. The RBA does not require government-wide financial statements or the previously identified concepts.

The accompanying financial statements are presented on a fund basis. A fund is defined as a fiscal and accounting entity with a self-balancing set of accounts, which are segregated for purposes of recording specific activities or attaining certain objectives. Revenues are reported by major sources and expenditures are reported by major function. Other transactions, which are not reported as revenues or expenditures, are reported as other financing sources and uses. Transactions related to the recording of installment contracts and capital leases are reported as other financing sources. Changes in private-purpose trust funds will be reflected in the notes to the financial statements.

D. Revenue Recognition Policies

Revenues are recognized when they become susceptible to accrual in accordance with the RBA, except for property taxes (see Note 1 F below).

E. Capital Assets

Information on capital assets and related depreciation is reported at Schedule 1. Capital assets are capitalized at historical cost or estimated historical cost, if actual data is not available. Capital assets purchased are recorded as expenditures in the applicable fund at the time of purchase. Donated capital assets are reported at fair value when received. The District maintains a threshold level of \$1,000 for capitalizing equipment. Library holdings are not capitalized.

No salvage value is taken into consideration for depreciation purposes. All capital assets, other than land and construction in progress, are depreciated using the straight-line method over the following useful lives:

Asset Class	Estimated Useful Life in Years
Improvements/infrastructure	20
Buildings	50
Equipment	5-20

F. Property Taxes

Property taxes are levied (tax rates are established) in November of each year based on property assessment (real and personal) that occurred within a specific period of time beginning January 1 of the same year. Property taxes are collectible beginning the first business day of March of the year following the levy date and are considered delinquent after October 15 of the same calendar year.

Ark. Code Ann. § 6-20-401 allows, but does not mandate, the District to accrue the difference between the amount of 2011 calendar year taxes collected by June 30, 2012 and 36 percent of the proceeds of the local taxes that are not pledged to secure bonded indebtedness. The District elected to accrue property taxes.

HELENA-WEST HELENA SCHOOL DISTRICT NO. 2
 PHILLIPS COUNTY, ARKANSAS
 NOTES TO FINANCIAL STATEMENTS
 JUNE 30, 2012

1: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

F. Property Taxes (Continued)

Amendment no. 74 to the Arkansas Constitution established a uniform minimum property tax millage rate of 25 mills for maintenance and operation of public schools. Ark. Code Ann. § 26-80-101 provides the uniform rate of tax (URT) shall be assessed and collected in the same manner as other school property taxes, but the net revenues from the URT shall be remitted to the State Treasurer and distributed by the State to the county treasurer of each county for distribution to the school districts in that county. For reporting purposes, URT revenues are considered property taxes.

G. Interfund Receivables and Payables

Interfund receivables and payables result from services rendered from one fund to another or from interfund loans.

H. Fund Balance Classifications

1. Restricted fund balance – represents amounts that are restricted to specific purposes when constraints placed on the use of resources are either (a) externally imposed by creditors (such as through bond covenants), grantors, contributors, or laws or regulations of other governments; or (b) imposed by law through constitutional provisions or enabling legislation.
2. Assigned fund balance – represents amounts that are constrained by the District's *intent* to be used for specific purposes, but are neither restricted nor committed.
3. Unassigned fund balance – represents amounts that have not been assigned to other funds and that has not been restricted, committed, or assigned to specific purposes within the general fund. This classification can also include negative amounts in other governmental funds, if expenditures incurred for specific purposes exceeded the amounts restricted, committed, or assigned to those purposes.

I. Budget and Budgetary Accounting

The District is required by state law to prepare an annual budget. The annual budget is prepared on a fiscal year basis. The District does not prepare and submit amended budgets during the fiscal year. The State Department of Education's regulations allow for the cash basis or the modified accrual basis. However, the majority of the school districts employ the cash basis method.

The District budgets intra-fund transfers. Significant variances may result in the comparison of transfers at the Statement of Revenues, Expenditures, and Changes in Fund Balances – Budget and Actual – General and Special Revenue Funds – Regulatory Basis because only interfund transfers are reported at the Statement of Revenues, Expenditures, and Changes in Fund Balances – Governmental Funds – Regulatory Basis.

Budgetary perspective differences are not considered to be significant, because the structure of the information utilized in preparing the budget and the applicable fund financial statements is essentially the same.

J. Stabilization Arrangements

The Arkansas Department of Education has not formally set aside amounts for use in emergency situations or when revenue shortages or budgetary imbalances arise.

HELENA-WEST HELENA SCHOOL DISTRICT NO. 2
 PHILLIPS COUNTY, ARKANSAS
 NOTES TO FINANCIAL STATEMENTS
 JUNE 30, 2012

1: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (CONTINUED)

K. Minimum Fund Balance Policies

The Arkansas Department of Education has not formally adopted a minimum fund balance policy.

L. Fund Balance Classification Policies and Procedures

The Chief Executive Officer, in conjunction with other management and accounting personnel, is authorized to assign amounts to a specific purpose. The Arkansas Department of Education has not adopted a formal policy addressing this authorization.

The District's revenues, expenditures, and fund balances are tracked in the accounting system by numerous sources of funds. The fund balances of these sources of funds are combined to derive the District's total fund balances by fund. It is uncommon for an individual source of funds to contain restricted and unrestricted (committed, assigned, or unassigned) funds. The District does not have a policy addressing whether it considers restricted or unrestricted amounts to have been spent when an expenditure is incurred for purposes for which both restricted and unrestricted amounts are available. District personnel decide which resources (source of funds) to use at the time expenditures are incurred. For classification of fund balance amounts, restricted resources are considered spent before unrestricted. The District does not have a policy addressing which resources to use within the unrestricted fund balance when committed, assigned, or unassigned fund balances are available. When expenditures are incurred for purposes for which amounts in any of the unrestricted fund balance classifications could be used, committed amounts are reduced first, followed by assigned amounts, and then unassigned amounts.

M. Encumbrances

The District does not utilize encumbrance accounting.

2: CASH DEPOSITS WITH FINANCIAL INSTITUTIONS

Cash deposits are carried at cost (carrying value). A comparison of the bank balance and carrying value is as follows:

	<u>Carrying Amount</u>	<u>Bank Balance</u>
Insured (FDIC)	\$ 253,642	\$ 2,578,995
Collateralized:		
Collateral held by the District's agent, pledging bank or pledging bank's trust department or agent in the District's name	<u>6,484,441</u>	<u>6,426,662</u>
Total Deposits	<u><u>\$ 6,738,083</u></u>	<u><u>\$ 9,005,657</u></u>

The above total deposits include certificates of deposit of \$3,642 reported as investments and classified as nonparticipating contracts. The above carrying amount of the deposits does not include an overdraft of \$354,442 in one of the operating bank accounts.

HELENA-WEST HELENA SCHOOL DISTRICT NO. 2
 PHILLIPS COUNTY, ARKANSAS
 NOTES TO FINANCIAL STATEMENTS
 JUNE 30, 2012

3: ACCOUNTS RECEIVABLE

The accounts receivable balance of \$732,252 at June 30, 2012 was comprised of the following:

Description	Governmental Funds		Total
	Major		
	General	Special Revenue	
Federal assistance		\$ 639,407	\$ 639,407
Other	\$ 92,845		92,845
Totals	\$ 92,845	\$ 639,407	\$ 732,252

4: COMMITMENTS

The District was contractually obligated for the following at June 30, 2012:

A. Construction Contracts

Project Name	Estimated Completion Date	Contract Balance
Eliza Miller Elementary School re-roofing	August 15, 2012	\$ 186,363
Eliza Miller Elementary School restroom renovations	August 15, 2012	453,029

B. Long-term Debt Issued and Outstanding

The District is presently paying on the following long-term debt:

Date of Issue	Date of Final Maturity	Rate of Interest	Amount Authorized and Issued	Debt Outstanding June 30, 2012	Maturities To June 30, 2012
5/1/12	2/1/23	1 - 2.2%	\$ 7,060,000	\$ 7,060,000	\$ 0

Changes in Long-term Debt

	Balance July 1, 2011	Issued	Retired	Balance June 30, 2012
Bonds payable	\$ 7,300,000	\$ 7,060,000	\$ 7,300,000 *	\$ 7,060,000

*Includes \$6,830,000 early retirement of debt - See Note 6.

HELENA-WEST HELENA SCHOOL DISTRICT NO. 2
 PHILLIPS COUNTY, ARKANSAS
 NOTES TO FINANCIAL STATEMENTS
 JUNE 30, 2012

4: COMMITMENTS (CONTINUED)

B. Long-term Debt Issued and Outstanding (Continued)

Total long-term debt principal and interest payments are as follows:

Year Ended June 30,	Principal	Interest	Total
2013		\$ 84,225	\$ 84,225
2014	\$ 565,000	112,300	677,300
2015	665,000	106,650	771,650
2016	675,000	100,000	775,000
2017	690,000	93,250	783,250
2018-2022	3,670,000	306,510	3,976,510
2023	795,000	17,490	812,490
Totals	<u>\$ 7,060,000</u>	<u>\$ 820,425</u>	<u>\$ 7,880,425</u>

5: ACCOUNTS PAYABLE

The accounts payable balance of \$546,817 at June 30, 2012 was comprised of the following:

Description	Governmental Funds			Fiduciary Fund Types	Total
	Major				
	General	Special Revenue	Other Aggregate		
Vendor payables	\$ 242,456	\$ 118,443	\$ 179,083	\$ 6,835	\$ 546,817

6: DEBT REFUNDINGS

On May 1, 2012, the District issued \$7,060,000 in refunding bonds with interest rates of 1 to 2.2 percent to advance refund \$6,830,000 of outstanding bonds dated June 1, 2003 with interest rates of 3.1 to 4.5 percent. The net proceeds of \$6,936,248 after payment of bond issuance costs of \$116,268 were remitted to an escrow agent to provide for all future debt service payments on the 2003 bonds. The 2003 bonds were called on June 15, 2012. The remaining proceeds of \$7,484 were utilized for subsequent debt payments. The debt refunding will result in savings for the District of \$713,553 over the next 11 fiscal years. The 2012 bond issue did not extend the debt requirements beyond the original maturity date of fiscal year 2023 for the District.

7: INTERFUND TRANSFERS

The District transferred \$1,265,788 from the general fund to the other aggregate funds for debt related payments of \$660,188 and to supplement capital expenditures by \$605,600.

HELENA-WEST HELENA SCHOOL DISTRICT NO. 2
 PHILLIPS COUNTY, ARKANSAS
 NOTES TO FINANCIAL STATEMENTS
 JUNE 30, 2012

8: RETIREMENT PLANS

Arkansas Teacher Retirement System

Plan Description. The District contributes to the Arkansas Teacher Retirement System (ATRS), a cost-sharing multiple-employer defined benefit pension plan that covers all Arkansas public school employees, except certain nonteachers hired before July 1, 1989. ATRS, administered by a Board of Trustees, provides retirement and disability benefits, annual cost-of-living adjustments, and death benefits to plan members and beneficiaries. Benefit provisions are established by State law and can be amended only by the Arkansas General Assembly. The Arkansas Teacher Retirement System issues a publicly available financial report that includes financial statements and required supplementary information for ATRS. That report may be obtained by writing to Arkansas Teacher Retirement System, 1400 West Third Street, Little Rock, Arkansas 72201 or by calling 1-800-666-2877.

Funding Policy. ATRS has contributory and noncontributory plans. Contributory members are required by State law to contribute 6% of their salaries. Each participating employer is required by State law to contribute at a rate determined by the Board of Trustees, based on the annual actuarial valuation. The current employer rate is 14% of covered salaries, the maximum allowed by State law. The District's contributions to ATRS for the years ended June 30, 2012, 2011, and 2010 were \$1,602,158, \$2,136,232, and \$2,219,617, respectively, equal to the required contributions for each year.

Arkansas Public Employees Retirement System

Plan Description. The District contributes to the Arkansas Public Employees Retirement System (APERS), a cost-sharing multiple-employer defined benefit pension plan that covers certain nonteachers hired before July 1, 1989. APERS, administered by a Board of Trustees, provides retirement and disability benefits, annual cost-of-living adjustments, and death benefits to plan members and beneficiaries. Benefit provisions are established by State law and can be amended only by the Arkansas General Assembly. The Arkansas Public Employees Retirement System issues a publicly available financial report that includes financial statements and required supplementary information for APERS. That report may be obtained by writing to Arkansas Public Employees Retirement System, 124 West Capitol, Suite 400, Little Rock, Arkansas 72201 or by calling 1-800-682-7377.

Funding Policy. APERS has contributory and noncontributory plans. Contributory members are required by State law to contribute 5% of their salaries. Each participating employer is required by State law to contribute at a rate determined by the Board of Trustees, based on the annual actuarial valuation. The current employer rate for school districts is 4% of covered salaries. The District's contributions to APERS for the years ended June 30, 2012, 2011, and 2010 were \$11,209, \$16,594, and \$21,059, respectively, equal to the required contributions for each year.

9: CHANGES IN PRIVATE-PURPOSE TRUST FUNDS

FUND BALANCE - JULY 1	\$ 500
FUND BALANCE - JUNE 30	\$ 500

10: PLEDGED REVENUES

The District has pledged a portion of its property taxes to retire bonds of \$7,060,000 issued on May 1, 2012. The bonds were issued for various capital projects. Total principal and interest remaining on the bonds is \$7,880,425, payable through February 1, 2023. Principal and interest paid for the current year and total property taxes pledged for debt service were \$759,002 and \$977,552, respectively. The percentage of property taxes pledged for the current year for principal and interest payments was 77.64 percent.

HELENA-WEST HELENA SCHOOL DISTRICT NO. 2
PHILLIPS COUNTY, ARKANSAS
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2012

11: RISK MANAGEMENT

The District is exposed to various risks of loss related to torts; theft of, damage to, and destruction of assets; errors and omissions; injuries to employees; and natural disasters.

The District carries commercial insurance for student accidents. Settled claims have not exceeded this commercial coverage in any of the past three fiscal years. There were no significant reductions in insurance coverage from the prior year in the major categories of risk.

The District participates in the Arkansas School Boards Association - Workers' Compensation Trust (the Trust), a self-insurance trust voluntarily established on July 1, 1994 pursuant to state law. The Trust is responsible for obtaining and administering workers' compensation insurance coverage for its members, as well as obtaining reinsurance coverage for those claims that exceed the standard policy limits. In its administrative capacity, the Trust is responsible for monitoring, negotiating, and settling claims that have been filed on behalf of and against member districts. The District contributes annually to this program.

The District participates in the Arkansas Fidelity Bond Trust Fund administered by the Governmental Bonding Board. This program provides coverage for actual losses sustained by its members through fraudulent or dishonest acts committed by officials or employees. Each loss is limited to \$250,000 with a \$2,500 deductible. Premiums for coverage are paid by the Chief Fiscal Officer of the State of Arkansas from funds withheld from the Public School Fund.

The District participates in the Public School Property and Vehicle Insurance Trust Fund Program administered by the Risk Management Division of the Arkansas Insurance Department. The program's general objectives are to formulate, develop, and administer, on behalf of member districts, a program of insurance to obtain lower costs for property and vehicles coverage, and to develop a comprehensive loss control program. The fund uses a reinsurance policy to reduce exposure to large losses on insured events. The District pays an annual premium for its coverage of buildings, contents, and vehicles.

12: ON-BEHALF PAYMENTS

The allocation of the health insurance premiums paid by the Arkansas Department of Education to the Employee Benefits Division, on-behalf of the District's employees, totaled \$268,612 for the year ended June 30, 2012.

HELENA-WEST HELENA SCHOOL DISTRICT NO. 2
 PHILLIPS COUNTY, ARKANSAS
 NOTES TO FINANCIAL STATEMENTS
 JUNE 30, 2012

13: DETAILS OF GOVERNMENTAL FUND BALANCE CLASSIFICATIONS DISPLAYED IN THE AGGREGATE

Description	Governmental Funds		Total
	Major		
	General	Special Revenue	
Fund Balances:			
Restricted for:			
Alternative learning environment	\$ 279,012		\$ 279,012
Educational programs -			
national school lunch state			
categorical funding	788,596		788,596
English-language learners	3,179		3,179
Professional development	106,959		106,959
Arkansas Better Chance	209,539		209,539
Child nutrition programs		\$ 282,398	282,398
Medical services		151,199	151,199
Twenty-first Century Community			
Learning Centers		60,235	60,235
Comprehensive School Reform			
Demonstration program		57,304	57,304
Other purposes	26,844	78,322	105,166
Total Restricted	1,414,129	629,458	2,043,587
Assigned to:			
Student activities	11,926		11,926
Other purposes	10,396		10,396
Total Assigned	22,322		22,322
Unassigned	4,519,844		4,519,844
Totals	\$ 5,956,295	\$ 629,458	\$ 6,585,753

14: FISCAL DISTRESS STATUS

On September 13, 2010, the State Board of Education classified the District in Fiscal Distress. On June 20, 2011, the Arkansas Department of Education assumed control of the Helena-West Helena School District. Under the authority of Ark. Code Ann. § 6-20-1909, the Arkansas Department of Education dismissed the superintendent, dissolved the local school board, and appointed individuals as chief executive officer and chief operations officer. A plan to implement effective cost reduction measures has been adopted.

HELENA-WEST HELENA SCHOOL DISTRICT NO. 2
 PHILLIPS COUNTY, ARKANSAS
 SCHEDULE OF CAPITAL ASSETS
 FOR THE YEAR ENDED JUNE 30, 2012
 (Unaudited)

Schedule 1

	Balance June 30, 2012
<i>Nondepreciable capital assets:</i>	
Land	\$ 528,625
<i>Depreciable capital assets:</i>	
Buildings	14,327,126
Improvements/infrastructure	8,813,583
Equipment	9,350,870
Total depreciable capital assets	32,491,579
Less accumulated depreciation for:	
Buildings	12,067,994
Improvements/infrastructure	3,342,606
Equipment	6,958,458
Total accumulated depreciation	22,369,058
Total depreciable capital assets, net	10,122,521
Capital assets, net	\$ 10,651,146

HELENA-WEST HELENA SCHOOL DISTRICT NO. 2
 PHILLIPS COUNTY, ARKANSAS
 SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
 FOR THE YEAR ENDED JUNE 30, 2012

Federal Grantor/Pass-Through Grantor/Program or Cluster Title	Federal CFDA Number	Pass-Through Entity Identifying Number	Federal Expenditures
CHILD NUTRITION CLUSTER			
<u>U. S. Department of Agriculture</u>			
Direct Program:			
National School Lunch Program - Non-Cash Assistance (Food Distribution) (Note 3)	10.555		\$ 3,155
Passed Through State Department of Education:			
School Breakfast Program - Cash Assistance	10.553	54-03	382,188
National School Lunch Program - Cash Assistance	10.555	54-03	816,359
Total State Department of Education			<u>1,198,547</u>
Passed Through State Department of Human Services:			
National School Lunch Program - Non-Cash Assistance (Food Distribution) (Note 4)	10.555	5403000	90,125
TOTAL CHILD NUTRITION CLUSTER			<u>1,291,827</u>
TITLE I, PART A CLUSTER			
<u>U. S. Department of Education</u>			
Passed Through State Department of Education:			
Title I Grants to Local Educational Agencies	84.010	54-03	2,073,073
ARRA - Title I Grants to Local Educational Agencies, Recovery Act	84.389	54-03	1,002,701
TOTAL TITLE I, PART A CLUSTER			<u>3,075,774</u>
SPECIAL EDUCATION CLUSTER (IDEA)			
<u>U. S. Department of Education</u>			
Passed Through State Department of Education:			
Special Education - Grants to States	84.027	54-03	384,870
ARRA - Special Education - Grants to States, Recovery Act	84.391	54-03	261,188
TOTAL SPECIAL EDUCATION CLUSTER (IDEA)			<u>646,058</u>
OTHER PROGRAMS			
<u>U. S. Department of Defense</u>			
Direct Program:			
ROTC (Note 5)	12.AR05		<u>5,679</u>

HELENA-WEST HELENA SCHOOL DISTRICT NO. 2
 PHILLIPS COUNTY, ARKANSAS
 SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
 FOR THE YEAR ENDED JUNE 30, 2012

Schedule 2

Federal Grantor/Pass-Through Grantor/Program or Cluster Title	Federal CFDA Number	Pass-Through Entity Identifying Number	Federal Expenditures
OTHER PROGRAMS (CONTINUED)			
<u>U. S. Department of Education</u>			
Passed Through State Department of Career Education:			
Career and Technical Education - Basic Grants to States	84.048	54-03	\$ 45,627
Passed Through State Department of Education:			
Safe and Drug-Free Schools and Communities -			
State Grants	84.186	54-03	6,000
Twenty-First Century Community Learning Centers	84.287	54-03	89,765
Rural Education	84.358	54-03	23,965
Improving Teacher Quality State Grants	84.367	54-03	389,092
School Improvement Grants	84.377	54-03	1,306,032
ARRA - State Fiscal Stabilization Fund (SFSF) - Education State Grants,			
Recovery Act	84.394	54-03	11,536
ARRA - Education Jobs Fund, Recovery Act	84.410	54-03	23,636
Total State Department of Education			1,850,026
Total U. S. Department of Education			1,895,653
 TOTAL OTHER PROGRAMS			 1,901,332
 TOTAL EXPENDITURES OF FEDERAL AWARDS			 \$ 6,914,991

The accompanying notes are an integral part of this schedule.

NOTES TO THE SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS

- Note 1:** Basis of Presentation - The accompanying Schedule of Expenditures of Federal Awards (the "Schedule") includes the federal grant activity of Helena-West Helena School District No. 2 (District) under programs of the federal government for the year ended June 30, 2012. The information in this schedule is presented in accordance with the requirements of the Office of Management and Budget (OMB) Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. Because the schedule presents only a selected portion of the operations of the District, it is not intended to and does not present the financial position or changes in financial position of the District.
- Note 2:** Summary of Significant Accounting Policies - Expenditures reported on the Schedule are reported on the regulatory basis of accounting. Such expenditures are recognized following the cost principles contained in OMB Circular A-87, *Cost Principles for State, Local, and Indian Tribal Governments*, wherein certain types of expenditures are not allowable or are limited as to reimbursement. Pass-through entity identifying numbers are presented where available.
- Note 3:** Nonmonetary assistance is reported at the approximate value as provided by the U. S. Department of Defense through an agreement with the U. S. Department of Agriculture.
- Note 4:** Nonmonetary assistance is reported at the approximate value as provided by the State Department of Human Services.
- Note 5:** The Federal CFDA Number was not available. An alternative identifying number was utilized.
- Note 6:** During the year ended June 30, 2012, the District received Medicaid funding of \$3,670 from the State Department of Human Services. Such payments are not considered Federal awards expended, and therefore, are not included in the above schedule.

HELENA-WEST HELENA SCHOOL DISTRICT NO. 2
 PHILLIPS COUNTY, ARKANSAS
 SCHEDULE OF FINDINGS AND QUESTIONED COSTS
 FOR THE YEAR ENDED JUNE 30, 2012

Schedule 3

SECTION I - SUMMARY OF AUDITOR'S RESULTS

FINANCIAL STATEMENTS

Types of auditor's reports issued: GAAP basis of reporting - adverse
 Regulatory basis opinion units - unqualified

Internal control over financial reporting:

- Material weakness(es) identified? ☒ yes ☐ no
 ● Significant deficiency(ies) identified? ☐ yes ☒ none reported

Noncompliance material to financial statements noted? ☐ yes ☒ no

FEDERAL AWARDS

Internal control over major programs:

- Material weakness(es) identified? ☒ yes ☐ no
 ● Significant deficiency(ies) identified? ☒ yes ☐ none reported

Type of auditor's report issued on compliance for major programs: unqualified for all major programs except for the Title I Grants to Local Educational Agencies program and Special Education - Grants to States program, which were qualified

Any audit findings disclosed that are required to be reported in accordance with Section 510(a) of OMB Circular A-133? ☒ yes ☐ no

Identification of major programs:

CFDA Number(s)	Name of Federal Program or Cluster
10.553 and 10.555	Child Nutrition Cluster
84.010 and 84.389	Title I, Part A Cluster
84.027 and 84.391	Special Education Cluster (IDEA)
84.377	School Improvement Grants

Dollar threshold used to distinguish between type A and type B programs:

\$ 300,000

Auditee qualified as low-risk auditee? ☐ yes ☒ no

HELENA-WEST HELENA SCHOOL DISTRICT NO. 2
PHILLIPS COUNTY, ARKANSAS
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED JUNE 30, 2012

Schedule 3

SECTION II - FINANCIAL STATEMENT FINDINGS

MATERIAL WEAKNESSES

2012-1. Internal Control

Criteria or specific requirement: Internal control is a process consisting of five interrelated components - *control environment, risk assessment, information and communication, control activities, and monitoring*. Management is responsible for adopting sound accounting policies and for establishing and maintaining internal control that will, among other things, initiate, authorize, record, process, and report transactions (as well as events and conditions) consistent with management's assertions embodied in the financial statements.

Condition: Deficiencies in the internal control component of control activities adversely affected the District's ability to initiate, authorize, record, process, and report financial data in accordance with the regulatory basis of accounting such that there was a reasonable possibility that a material misstatement of the District's financial statements would not be prevented, or detected and corrected on a timely basis. Financial accounting duties were not adequately segregated among employees. Specifically, the same employee was responsible for receiving and depositing monies collected, maintenance of accounting records, and preparation of journal entries, without compensating controls. Non-payroll checks were prepared by the same employee responsible for the maintenance of accounting records and such employee had unrestricted access to the District's signature stamp. Payroll checks were prepared by the same employee responsible for changes to the payroll accounts, without compensating controls.

Context: An understanding of the five components of internal control sufficient to assess the risk of material misstatement of the financial statements whether due to error or fraud, and to design the nature, timing, and extent of further audit procedures was obtained.

Effect: The District's ability to initiate, authorize, record, process, and report transactions consistent with management's assertions embodied in the financial statements, as well as the ability to safeguard District assets, was adversely affected by the identified weaknesses in the above internal control component.

Cause: District management, due to cost/benefit implications, which hindered the District's ability to adequately segregate financial accounting duties among employees, did not effectively address the deficiencies in internal control.

Recommendation: District management should adopt sound accounting policies and establish and maintain internal control that will initiate, authorize, record, process, and report transactions consistent with management's assertions embodied in the financial statements that will safeguard District assets.

Views of responsible officials and planned corrective actions: We concur with the recommendation and will implement corrective procedures to the extent possible.

HELENA-WEST HELENA SCHOOL DISTRICT NO. 2
PHILLIPS COUNTY, ARKANSAS
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED JUNE 30, 2012

Schedule 3

SECTION II - FINANCIAL STATEMENT FINDINGS
(CONTINUED)

MATERIAL WEAKNESSES (CONTINUED)

2012-2. Misstatements not Detected by Internal Control System

Criteria or specific requirement: Financial accounting records should be accurate to ensure the preparation of reliable financial statements that are fairly presented in conformity with the regulatory basis of accounting.

Condition: The District's internal control did not prevent or detect material errors in the financial accounting records. Such records are utilized in the preparation of the District's financial statements. We noted the District did not record accounts payable of \$179,083 in the other aggregate funds. The financial statements were corrected during the audit fieldwork. A similar finding was reported in the previous audit.

Context: Identification of misstatements not initially detected by the District's internal control.

Effect: Misstatements were not detected by the District's internal control system.

Cause: Financial records had not been properly monitored.

Recommendation: To achieve reliable financial reporting, the District should exercise due care to ensure all applicable general ledger accounts are properly stated.

Views of responsible officials and planned corrective actions: Financial personnel are being trained in using the software program - Cognos. Accessing these reports will give accounting personnel a quick view of all prior year payables.

HELENA-WEST HELENA SCHOOL DISTRICT NO. 2
 PHILLIPS COUNTY, ARKANSAS
 SCHEDULE OF FINDINGS AND QUESTIONED COSTS
 FOR THE YEAR ENDED JUNE 30, 2012

SECTION III - FEDERAL AWARD FINDINGS AND QUESTIONED COSTS

MATERIAL WEAKNESS

U. S. DEPARTMENT OF EDUCATION
 PASSED THROUGH STATE DEPARTMENT OF EDUCATION
 TITLE I GRANTS TO LOCAL EDUCATIONAL AGENCIES - CFDA NUMBER 84.010
 SPECIAL EDUCATION - GRANTS TO STATES - CFDA NUMBER 84.027
 PASS-THROUGH NUMBER 54-03
 AUDIT PERIOD - YEAR ENDED JUNE 30, 2012

2012-3. Equipment and Real Property Management

Criteria or specific requirement: Proper records should be maintained for equipment acquired with federal awards. Additionally, the District should ensure that disposition of such equipment is in accordance with federal requirements including the federal awarding agency is appropriately compensated for its share of any property sold or converted to non-federal use.

Condition: The District could not account for nineteen of forty Title I program equipment items and three of thirteen Special Education equipment items costing \$25,139 and \$3,601, respectively. A similar finding was reported in the previous audit.

Context: Observation of equipment recorded on subsidiary records and interviews of Federal Programs Coordinator, Special Education Supervisor, and employees.

Effect: The District's equipment subsidiary records were not accurate.

Cause: The District failed to properly account for all equipment items to ensure accurate equipment subsidiary records.

Recommendation: The District should properly account for all equipment items purchased with federal awards.

Views of responsible officials and planned corrective actions: The District is in the process of aligning the sites inventory with the District's inventory master listing. Completing this process will result in an accurate accounting and location of equipment in the District.

HELENA-WEST HELENA SCHOOL DISTRICT NO. 2
 PHILLIPS COUNTY, ARKANSAS
 SCHEDULE OF FINDINGS AND QUESTIONED COSTS
 FOR THE YEAR ENDED JUNE 30, 2012

Schedule 3

SECTION III - FEDERAL AWARD FINDINGS AND QUESTIONED COSTS
 (CONTINUED)

SIGNIFICANT DEFICIENCIES

U. S. DEPARTMENT OF AGRICULTURE
 PASSED THROUGH STATE DEPARTMENT OF EDUCATION
 CHILD NUTRITION CLUSTER (CASH ASSISTANCE PROGRAMS) - CFDA NUMBERS 10.553 AND 10.555
 PASS-THROUGH NUMBER 54-03
 AUDIT PERIOD - YEAR ENDED JUNE 30, 2012

U. S. DEPARTMENT OF EDUCATION
 PASSED THROUGH STATE DEPARTMENT OF EDUCATION
 TITLE I, PART A CLUSTER - CFDA NUMBERS 84.010 AND 84.389
 SCHOOL IMPROVEMENT GRANTS - CFDA NUMBER 84.377
 PASS-THROUGH NUMBER 54-03
 AUDIT PERIOD - YEAR ENDED JUNE 30, 2012

2012-4. Procurement and Suspension and Debarment

Criteria or specific requirement: In accordance with 34 CFR 80.35 of the Uniform Administrative Requirements for Grants and Cooperative Agreements to States and Local Governments and 34 CFR part 85, Government-wide Debarment and Suspension (Nonprocurement), the District must not make or permit any applicable transaction to any vendor which is suspended or debarred or otherwise excluded from participation in federal assistance programs. The District is required to verify the vendor is not suspended or debarred or otherwise excluded. This verification can be accomplished by (a) checking the *Excluded Parties List System (EPLS)*, (b) collecting a certification from the vendor, or (c) adding a clause or condition to the applicable transaction with the vendor. Additionally, the Arkansas Department of Education (ADE) issued a memorandum to all school districts on December 17, 2009, stipulating verification procedures to be followed regarding suspension and debarment when federal funds are utilized for applicable transactions.

Condition: The District failed to establish internal controls, including retention of verification documentation, to ensure vendors were not suspended or debarred, thus increasing the risk of the District doing business with prohibited parties. The goods and services had been properly received or rendered, and District personnel indicated the *EPLS* website was used to verify that applicable vendors had not been suspended or debarred by the Federal Government; however, supporting documentation was not maintained of the *EPLS* website verification as required by ADE Commissioner's Memo FIN-10-047. No vendors with which the District conducted business were identified during the audit period as suspended or debarred parties. A similar finding was reported in the previous two audits.

Context: Examination of controls related to the procurement and suspension and debarment and the examination of procurement contracts that were equal to or exceeded \$25,000.

Effect: Without adequate internal controls, including retention of verification documentation, payments could be made to suspended or debarred vendors with federal funds, which could require repayment to the grantor.

Cause: Lack of internal controls, verification documentation, and adequate management oversight.

Recommendation: Establish an internal control system, including retention of verification documentation, to ensure applicable transactions are not conducted with suspended or debarred parties.

Views of responsible officials and planned corrective actions: Supporting documentation will be maintained to verify suspended/debarred vendors.

HELENA-WEST HELENA SCHOOL DISTRICT NO. 2
PHILLIPS COUNTY, ARKANSAS
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED JUNE 30, 2012

**SECTION III - FEDERAL AWARD FINDINGS AND QUESTIONED COSTS
(CONTINUED)**

SIGNIFICANT DEFICIENCIES (CONTINUED)

U. S. DEPARTMENT OF EDUCATION
PASSED THROUGH STATE DEPARTMENT OF EDUCATION
TITLE I GRANTS TO LOCAL EDUCATIONAL AGENCIES - CFDA NUMBER 84.010
SPECIAL EDUCATION CLUSTER (IDEA) - CFDA NUMBERS 84.027 AND 84.391
PASS-THROUGH NUMBER 54-03
AUDIT PERIOD - YEAR ENDED JUNE 30, 2012

2012-5. Allowable Costs/Cost Principles

Criteria or specific requirement: Costs charged to a federal program must be allowable per the applicable cost principles. Indirect costs claimed must be calculated in accordance with a prescribed formula.

Condition: The District claimed indirect costs in excess of the allowable amounts by \$95,753 for Title I, \$14,623 for Special Education, and \$469 for the Special Education ARRA program.

Questioned costs: The amount of questioned costs for Title I was \$95,753 and \$15,092 for the Special Education Cluster.

Context: An examination of Title I and Special Education (non-ARRA and ARRA) disbursements disclosed the District claimed costs in excess of the allowable amounts by \$95,753, \$14,623, and \$469, respectively.

Effect: The District claimed excessive indirect costs of \$95,753 for Title I, \$14,623 for Special Education, and \$469 for Special Education ARRA.

Cause: Lack of internal controls and management oversight regarding indirect costs contributed to the claiming of excessive costs.

Recommendation: The District should contact the Arkansas Department of Education to resolve this issue.

Views of responsible officials and planned corrective actions: The District will take the necessary action(s) to ensure the correct rate is used when calculating indirect cost.

HELENA-WEST HELENA SCHOOL DISTRICT NO. 2
PHILLIPS COUNTY, ARKANSAS
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED JUNE 30, 2012

SECTION III - FEDERAL AWARD FINDINGS AND QUESTIONED COSTS
(CONTINUED)

SIGNIFICANT DEFICIENCIES (CONTINUED)

U. S. DEPARTMENT OF AGRICULTURE
PASSED THROUGH STATE DEPARTMENT OF EDUCATION
CHILD NUTRITION CLUSTER (CASH ASSISTANCE PROGRAMS) - CFDA NUMBERS 10.553 AND 10.555
PASS-THROUGH NUMBER 54-03
AUDIT PERIOD - YEAR ENDED JUNE 30, 2012

2012-6. Allowable Costs/Cost Principles

Criteria or specific requirement: Office of Management and Budget (OMB) Circular A-87 requires the preparation of periodic time certifications when an employee works solely on a single federal program.

Condition: Although standard payroll documentation supporting the employees' work in the applicable program was available for audit inspection, periodic time certifications were not prepared for the District's child nutrition employees who worked solely on a single federal program.

Context: Examination of documentation substantiating time worked by employees.

Effect: The District was unable to provide required documentation substantiating the time charged to the child nutrition program.

Cause: There was no management oversight in the District's preparation of periodic time certifications for the child nutrition program.

Recommendation: The District should prepare periodic time certifications for all applicable employees.

Views of responsible officials and planned corrective actions: The Food Service Director was new to the position. She did not know time certification forms were required for full-time employees. The Director was given correct instruction regarding time certification forms. Time certification forms for food service employees have been implemented.

HELENA-WEST HELENA SCHOOL DISTRICT NO. 2
PHILLIPS COUNTY, ARKANSAS
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED JUNE 30, 2012

SECTION III - FEDERAL AWARD FINDINGS AND QUESTIONED COSTS
(CONTINUED)

NONCOMPLIANCE (FEDERAL PROGRAM NOT AUDITED AS A MAJOR PROGRAM)

U. S. DEPARTMENT OF EDUCATION
PASSED THROUGH STATE DEPARTMENT OF CAREER EDUCATION
CAREER AND TECHNICAL EDUCATION - BASIC GRANTS TO STATES - CFDA NUMBER 84.048
PASS-THROUGH NUMBER 54-03
AUDIT PERIOD - YEAR ENDED JUNE 30, 2012

2012-7. Allowable Costs/Cost Principles

Criteria or specific requirement: Office of Management and Budget (OMB) Circular A-87 requires the District to provide adequate supporting documentation for federal award expenditures, to maintain proper records of equipment purchased with federal funds, and to implement the use of this equipment.

Condition: The Arkansas Department of Career Education conducted a monitoring visit in September 2011. This review noted that the District did not provide adequate supporting documentation for twenty-one transactions, failed to implement the use of ten equipment items, and could not locate three equipment items. As a result of these findings, the District reimbursed the Arkansas Department of Career Education \$26,956.

Context: Arkansas Department of Career Education's monitoring visit.

Effect: The District had unallowable expenditures.

Cause: Lack of internal controls and management oversight resulted in unallowable expenditures.

Recommendation: The District should maintain proper documentation for all expenditures, properly utilize purchased equipment within the program, and properly account for such equipment.

Views of responsible officials and planned corrective actions: This finding has been addressed.

HELENA-WEST HELENA SCHOOL DISTRICT NO. 2
PHILLIPS COUNTY, ARKANSAS
FEDERAL AWARD PROGRAMS -
SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS
FOR THE YEAR ENDED JUNE 30, 2012

Schedule 4

5a

U.S. DEPARTMENT OF EDUCATION
PASSED THROUGH STATE DEPARTMENT OF EDUCATION
TITLE I GRANTS TO LOCAL EDUCATIONAL AGENCIES

2011 - Finding 2011-3: Title Grants to Local Educational Agencies - CFDA Number 84.010

Condition: The District exceeded the following functions and object by more than the 10 percent allowed:

Function/Object	Expended Amount Exceeding 10%
Function 1591 - Title I Schoolwide Instruction	\$ 206,008
Function 2170 - Parental Involvement	17,709
Function 2220 - Library/Media Services	24,658
Function 2240 - Academic Student Assessment	26,799
Function 2294 - Instructional Facilitator, Math	40,970
Function 2610 - Operation of Buildings	187
Object 66000 - Supplies and Materials	25,657
Total	<u>\$ 341,988</u>

Recommendation: The District should implement procedures to ensure costs are incurred within the applicable budget categories and contact ADE for further guidance regarding this matter.

Current Status: Corrective action was taken.

U. S. DEPARTMENT OF EDUCATION
PASSED THROUGH STATE DEPARTMENT OF EDUCATION
TITLE I, PART A CLUSTER

2011 - Finding 2011-4: Title I Part A Cluster - CFDA Numbers 84.010 and 84.389

Condition: The District could not account for seventeen of twenty-seven equipment items for the Title I program with an initial cost of \$22,522.

Recommendation: The District should properly account for all federal equipment items purchased with federal awards.

Current Status: Exceptions were observed in the current audit period. See finding 2012-3 at Schedule 3.

HELENA-WEST HELENA SCHOOL DISTRICT NO. 2
PHILLIPS COUNTY, ARKANSAS
FEDERAL AWARD PROGRAMS -
SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS
FOR THE YEAR ENDED JUNE 30, 2012

U. S. DEPARTMENT OF EDUCATION
PASSED THROUGH STATE DEPARTMENT OF EDUCATION
TITLE I GRANTS TO LOCAL EDUCATIONAL AGENCIES
(CONTINUED)

2011 - Finding 2011-5: Title I Grants to Local Educational Agencies - CFDA Numbers 84.010

Condition: The District did not provide documentation for one invoice totaling \$5,902.

Recommendation: The District should maintain documentation to support all payments.

Current Status: Corrective action was taken.

U. S. DEPARTMENT OF EDUCATION
PASSED THROUGH STATE DEPARTMENT OF EDUCATION
TITLE I, PART A CLUSTER
SPECIAL EDUCATION CLUSTER (IDEA)

2011 - Finding 2011-6: Title I, Part A Cluster - CFDA Numbers 84.010 and 84.389 and Special Education Cluster (IDEA) - CFDA Numbers 84.027 and 84.391

Condition: The District failed to establish internal controls to ensure vendors were not suspended or debarred, thus increasing the risk of the District doing business with prohibited parties. Although goods and services had been properly received or rendered, the District did not verify that applicable vendors had not been suspended or debarred by the Federal Government. However, no vendors with which the District conducted business were identified during the audit period as suspended or debarred parties. A similar finding was reported in the previous audit.

Recommendation: Establish an internal control system to ensure applicable transactions are not conducted with suspended or debarred parties.

Current Status: Corrective action was taken for the Special Education Cluster (IDEA). Exceptions were observed in the current audit period for Title I, Part A Cluster. See finding 2012-4 at Schedule 3.

U. S. DEPARTMENT OF EDUCATION
PASSED THROUGH STATE DEPARTMENT OF EDUCATION
SPECIAL EDUCATION - GRANTS TO STATES

2011 - Finding 2011-7: Special Education - Grants to States - CFDA Number 84.027

Condition: The District could not account for one of eleven equipment items for the special education program with an initial cost of \$1,477.

Recommendation: The District should properly account for all equipment items purchased with federal awards.

Current Status: Exceptions were observed in the current audit period. See finding 2012-3 at Schedule 3.

HELENA-WEST HELENA SCHOOL DISTRICT NO. 2
PHILLIPS COUNTY, ARKANSAS
FEDERAL AWARD PROGRAMS -
SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS
FOR THE YEAR ENDED JUNE 30, 2012

U.S. DEPARTMENT OF AGRICULTURE
PASSED THROUGH STATE DEPARTMENT OF EDUCATION
CHILD NUTRITION CLUSTER

2011 - Finding 2011-8: Child Nutrition Cluster (Cash Assistance Programs) - CFDA Numbers 10.553 and 10.555

Condition: A Coordinated Review Effort was completed by the Arkansas Department of Education, Child Nutrition Unit (ADE CNU) in March 2011. The review noted the District was utilizing an inaccurate method of counting the number of children served (tray counting). As a result of this review, the District refunded \$92,729 to ADE, CNU on July 13, 2011 for overclaims incurred in the months of November 2010, December 2010, and January 2011.

As part of our audit, we examined the March 2011 through June 2011 claims for reimbursement and daily record forms and observed the following discrepancies:

- a. March 2011 - 4 lunches were over claimed.
- b. April 2011 - 92 free breakfasts were over claimed; 3 reduced price breakfasts were over claimed; 5 paid breakfasts were over claimed; and 42 reduced price lunches exceeded the maximum allowable lunches.
- c. May 2011 - 369 free breakfasts were under claimed; 74 reduced breakfasts were over claimed; and 295 paid breakfasts were over claimed.
- d. June 2011 - 22 free breakfasts were over claimed; 1 reduced price breakfast was over claimed; 1 free breakfast was over claimed; 30 free lunches were under claimed; 1 reduced price lunch was under claimed; and 3 paid lunches were under claimed.

These discrepancies resulted in a net underclaim of \$233.

Additionally, we noted on the claims for reimbursement, the maximum number of students eligible for free and reduced price meals should agree for the breakfast and lunch components; however, all four months differed.

Current Status: Corrective action was taken.

HELENA-WEST HELENA SCHOOL DISTRICT NO. 2
 PHILLIPS COUNTY, ARKANSAS
 SCHEDULE OF SELECTED INFORMATION FOR THE LAST FIVE YEARS - REGULATORY BASIS
 FOR THE YEAR ENDED JUNE 30, 2012
 (Unaudited)

	Year Ended June 30,			
	2012	2011	2010	2009
<u>General Fund</u>				
Total Assets	\$ 6,428,588	\$ 4,762,117	\$ 2,480,265	\$ 4,853,169
Total Liabilities	472,293	363,075	67,627	9,992
Total Fund Balances	5,956,295	4,399,042	2,412,638	4,843,177
Total Revenues	19,812,569	19,686,045	21,924,790	23,201,790
Total Expenditures	16,913,193	16,681,448	23,823,296	24,014,827
Total Other Financing Sources (Uses)	(1,342,123)	(1,018,193)	(532,033)	(434,217)
				(587,472)
<u>Special Revenue Fund</u>				
Total Assets	747,901	2,175,448	761,342	1,048,051
Total Liabilities	118,443	910,270	173,015	72,136
Total Fund Balances	629,458	1,265,178	588,327	976,915
Total Revenues	6,390,229	9,039,207	6,710,342	5,040,504
Total Expenditures	6,920,927	8,472,350	7,086,614	5,568,894
Total Other Financing Sources (Uses)	(105,022)	109,994	(12,316)	(80)
				133,858
<u>Other Aggregate Funds</u>				
Total Assets	179,063	108,510		264,531
Total Liabilities	179,063	15,548		235,663
Total Fund Balances		92,962		28,868
Total Revenues		852,359	280,838	293,399
Total Expenditures	1,366,234	1,689,915	812,871	755,155
Total Other Financing Sources (Uses)	1,273,272	930,518	532,033	727,656
				490,624

Helena-West Helena School District No. 2

Phillips County, Arkansas

Regulatory Basis Financial Statements and Other Reports

June 30, 2013

LEGISLATIVE JOINT AUDITING COMMITTEE



HELENA-WEST HELENA SCHOOL DISTRICT NO. 2
 PHILLIPS COUNTY, ARKANSAS
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REGULATORY BASIS FINANCIAL STATEMENTS

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Senate Chair
Rep. Kim Hammer
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Sen. Linda Chesterfield
Senate Vice Chair
Rep. John W. Walker
House Vice Chair

Arkansas



Roger A. Norman, JD, CPA, CFE
Legislative Auditor

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LEGISLATIVE JOINT AUDITING COMMITTEE

DIVISION OF LEGISLATIVE AUDIT

INDEPENDENT AUDITOR'S REPORT

Helena-West Helena School District No. 2 and Arkansas Department of Education
Legislative Joint Auditing Committee

Report on the Financial Statements

We have audited the accompanying financial statements of each major governmental fund and the aggregate remaining fund information of the Helena-West Helena School District No. 2 (the "District"), as of and for the year ended June 30, 2013, and the related notes to the financial statements, which collectively comprise the District's regulatory basis financial statements as listed in the table of contents.

Management's Responsibility for the Financial Statements

Management is responsible for the preparation and fair presentation of these financial statements in accordance with Ark. Code Ann. § 10-4-413(c) as provided in Act 2201 of 2005, as described in Note 1, to meet the reporting requirements of the State of Arkansas. Management is also responsible for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditor's Responsibility

Our responsibility is to express opinions on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosure in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the District's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the District's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Basis for Adverse Opinion on U.S. Generally Accepted Accounting Principles

As described in Note 1 to the financial statements, to meet the financial reporting requirements of the State of Arkansas, the financial statements are prepared by the District on the basis of the financial reporting provisions of Ark. Code Ann. § 10-4-413(c) as provided in Act 2201 of 2005, which is a basis of accounting other than accounting principles generally accepted in the United States of America.

The effects on the financial statements of the variances between the regulatory basis of accounting described in Note 1 and accounting principles generally accepted in the United States of America, although not reasonably determinable, are presumed to be material.

Adverse Opinion on U.S. Generally Accepted Accounting Principles

In our opinion, because of the significance of the matter discussed in the "Basis for Adverse Opinion on U.S. Generally Accepted Accounting Principles" paragraphs, the financial statements referred to above do not present fairly, in accordance with accounting principles generally accepted in the United States of America, the financial position of the District as of June 30, 2013, or the changes in financial position for the year then ended.

Opinion on Regulatory Basis of Accounting

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective regulatory basis financial position of each major governmental fund and the aggregate remaining fund information of the District as of June 30, 2013, and the respective regulatory basis changes in financial position thereof and the respective regulatory basis budgetary comparison for the general and special revenue funds for the year then ended in accordance with the financial reporting provisions of Ark. Code Ann. § 10-4-413(c) as provided in Act 2201 of 2005 described in Note 1.

Other Matters

Supplementary and Other Information

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise the District's regulatory basis financial statements. The Schedule of Expenditures of Federal Awards, as required by Office of Management and Budget Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*, the Schedule of Capital Assets and the Schedule of Selected Information for the Last Five Years - Regulatory Basis are presented for the purposes of additional analysis and are not a required part of the regulatory basis financial statements.

The Schedule of Expenditures of Federal Awards is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the regulatory basis financial statements. Such information has been subjected to the auditing procedures applied in the audit of the regulatory basis financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the regulatory basis financial statements or to the regulatory basis financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the Schedule of Expenditures of Federal Awards is fairly stated, in all material respects, in relation to the regulatory basis financial statements as a whole.

The Schedule of Capital Assets and the Schedule of Selected Information for the Last Five Years - Regulatory Basis have not been subjected to the auditing procedures applied in the audit of the regulatory basis financial statements, and accordingly, we do not express an opinion or provide any assurance on them.

Other Reporting Required by Government Auditing Standards

In accordance with *Government Auditing Standards*, we have also issued our report dated November 19, 2013 on our consideration of the District's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the District's internal control over financial reporting and compliance.

DIVISION OF LEGISLATIVE AUDIT



Roger A. Norman, JD, CPA, CFE
Legislative Auditor

Little Rock, Arkansas
November 19, 2013
EDSD28813

Sen. Bryan B. King
Senate Chair
Rep. Kim Hammer
House Chair
Sen. Linda Chesterfield
Senate Vice Chair
Rep. John W. Walker
House Vice Chair

Arkansas

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Roger A. Norman, JD, CPA, CFE
Legislative Auditor

LEGISLATIVE JOINT AUDITING COMMITTEE

DIVISION OF LEGISLATIVE AUDIT

REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

INDEPENDENT AUDITOR'S REPORT

Helena-West Helena School District No. 2 and Arkansas Department of Education
Legislative Joint Auditing Committee

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of each major governmental fund and the aggregate remaining fund information of the Helena-West Helena School District No. 2 (the "District"), as of and for the year ended June 30, 2013, and the related notes to financial statements, which collectively comprise the District's regulatory basis financial statements, and have issued our report thereon dated November 19, 2013. We issued an adverse opinion because the District prepared the financial statements on the basis of the financial reporting provisions of Arkansas Code, which is a basis of accounting other than accounting principles generally accepted in the United States of America. The effects on the financial statements of the variances between the regulatory basis of accounting and accounting principles generally accepted in the United States of America, although not reasonably determinable, are presumed to be material. However, the financial statements present fairly, in all material respects, the respective regulatory basis financial position of each major governmental fund and the aggregate remaining fund information of the District as of June 30, 2013, and the respective regulatory basis changes in financial position thereof and the respective regulatory basis budgetary comparison for the general and special revenue funds for the year then ended, on the basis of accounting described in Note 1.

Internal Control Over Financial Reporting

In planning and performing our audit of the regulatory basis financial statements, we considered the District's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the regulatory basis financial statements, but not for the purpose of expressing an opinion on the effectiveness of the District's internal control. Accordingly, we do not express an opinion on the effectiveness of the District's internal control.

Our consideration of internal control was for the limited purpose described in the preceding paragraph and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies and therefore, material weaknesses or significant deficiencies may exist that were not identified. However, as described in the accompanying Schedule of Findings and Questioned Costs, we identified certain deficiencies in internal control that we consider to be material weaknesses.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the District's regulatory basis financial statements will not be prevented, or detected and corrected on a timely basis. We consider the deficiencies described in the accompanying Schedule of Findings and Questioned Costs as items 2013-001 and 2013-002 to be material weaknesses.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the District's regulatory basis financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of the state constitution, state and federal laws and regulations, contracts, and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

We noted certain matters that we reported to management of the District in a separate letter dated November 19, 2013.

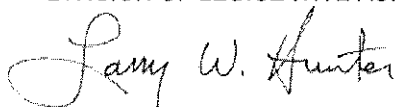
District's Response to Findings

The District's response to the findings identified in our audit, excluding the management letter findings, is described in the accompanying Schedule of Findings and Questioned Costs. The District's response was not subjected to the auditing procedures applied in the audit of the regulatory basis financial statements and, accordingly, we express no opinion on it.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the result of that testing, and not to provide an opinion on the effectiveness of the District's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the District's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

DIVISION OF LEGISLATIVE AUDIT



Larry W. Hunter, CPA, CFE
Deputy Legislative Auditor

Little Rock, Arkansas
November 19, 2013

Sen. Bryan B. King
Senate Chair
Rep. Kim Hammer
House Chair
Sen. Linda Chesterfield
Senate Vice Chair
Rep. John W. Walker
House Vice Chair

Arkansas



Roger A. Norman, JD, CPA, CFE
Legislative Auditor

LEGISLATIVE JOINT AUDITING COMMITTEE

DIVISION OF LEGISLATIVE AUDIT

REPORT ON COMPLIANCE FOR EACH MAJOR FEDERAL PROGRAM AND REPORT ON INTERNAL CONTROL OVER COMPLIANCE REQUIRED BY OMB CIRCULAR A-133

INDEPENDENT AUDITOR'S REPORT

Helena-West Helena School District No. 2 and Arkansas Department of Education
Legislative Joint Auditing Committee

Report on Compliance for Each Major Program Federal Program

We have audited the Helena-West Helena School District No. 2 (the "District") compliance with the types of compliance requirements described in the *OMB Circular A-133 Compliance Supplement* that could have a direct and material effect on each of the District's major federal programs for the year ended June 30, 2013. The District's major federal programs are identified in the summary of auditor's results section of the accompanying Schedule of Findings and Questioned Costs.

Management's Responsibility

Management is responsible for compliance with the requirements of laws, regulations, contracts, and grants applicable to its federal programs.

Auditor's Responsibility

Our responsibility is to express an opinion on compliance for each of the District's major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and OMB Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. Those standards and OMB Circular A-133 require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about the District's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of the District's compliance.

Opinion on Each Major Federal Program

Basis for Qualified Opinion on CFDA 10.553 and 10.555 Child Nutrition Cluster (Cash Assistance Programs) and CFDA 84.010 Title I Grants to Local Educational Agencies

As described in the accompanying Schedule of Findings and Questioned Costs, the District did not comply with requirements regarding CFDA 10.553 and 10.555 Child Nutrition Cluster (Cash Assistance Programs) and CFDA 84.010 Title I Grants to Local Educational Agencies, as described in finding number 2013-003 for Equipment and Real Property Management. Compliance with such requirements is necessary, in our opinion, for the District to comply with the requirements applicable to these programs.

Qualified Opinion on CFDA 10.553 and 10.555 Child Nutrition Cluster (Cash Assistance Programs) and CFDA 84.010 Title I Grants to Local Educational Agencies

In our opinion, except for the noncompliance described in the Basis for Qualified Opinion paragraph, the District complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on CFDA 10.553 and 10.555 Child Nutrition Cluster (Cash Assistance Programs) and CFDA 84.010 Title I Grants to Local Educational Agencies for the year ended June 30, 2013.

Unmodified Opinion on Each of the Other Major Federal Programs

In our opinion, the District complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its other major federal programs identified in the summary of auditor's results section of the accompanying Schedule of Findings and Questioned Costs for the year ended June 30, 2013.

Other Matters

The results of our auditing procedures disclosed other instances of noncompliance, which are required to be reported in accordance with OMB Circular A-133 and which are described in the accompanying Schedule of Findings and Questioned Costs as items 2013-004, 2013-005, 2013-006, and 2013-007. Our opinion on each major federal program is not modified with respect to these matters.

The District's response to the noncompliance findings identified in our audit is described in the accompanying Schedule of Findings and Questioned Costs. The District's response was not subjected to the auditing procedures applied in the audit of compliance and, accordingly, we express no opinion on the response.

Report on Internal Control Over Compliance

Management of the District is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered the District's internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with OMB Circular A-133, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the District's internal control over compliance.

Our consideration of internal control over compliance was for the limited purpose described in the preceding paragraph and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies and therefore, material weaknesses or significant deficiencies may exist that were not identified. However, as discussed below, we identified certain deficiencies in internal control over compliance that we consider to be a material weakness and significant deficiencies.

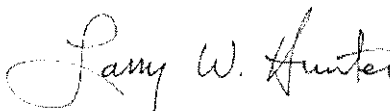
A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. We consider the deficiency in internal control over compliance described in the accompanying Schedule of Findings and Questioned Costs as item 2013-003 to be a material weakness.

A significant deficiency in internal control over compliance is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance. We consider the deficiencies in internal control over compliance described in the accompanying Schedule of Findings and Questioned Costs as items 2013-004, 2013-005, 2013-006, and 2013-007 to be significant deficiencies.

The District's response to the internal control over compliance findings identified in our audit is described in the accompanying Schedule of Findings and Questioned Costs. The District's response was not subjected to the auditing procedures applied in the audit of compliance and, accordingly, we express no opinion on the response.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of OMB Circular A-133. Accordingly, this report is not suitable for any other purpose.

DIVISION OF LEGISLATIVE AUDIT



Larry W. Hunter, CPA, CFE
Deputy Legislative Auditor

Little Rock, Arkansas
November 19, 2013

Sen. Bryan B. King
Senate Chair
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Arkansas



Roger A. Norman, JD, CPA, CFE
Legislative Auditor

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LEGISLATIVE JOINT AUDITING COMMITTEE

DIVISION OF LEGISLATIVE AUDIT

MANAGEMENT LETTER

Helena-West Helena School District No. 2 and Arkansas Department of Education
Legislative Joint Auditing Committee

We would like to communicate the following items that came to our attention during this audit. The purpose of such comments is to provide constructive feedback and guidance, in an effort to assist management to maintain a satisfactory level of compliance with the state constitution, laws and regulations and to improve internal control. These matters were discussed previously with District officials during the course of our audit fieldwork and at the exit conference.

1. The District's operating bank account was not reconciled at June 30, 2013 by \$1,034. We also noted the District had unreconciled variances from July 2012 through June 2013, ranging from \$657 to \$1,227,374. A similar finding was reported in the previous audit.
2. The District was unable to locate eight of the ten equipment items during our verification of equipment. A similar finding was reported in the previous two audits.
3. During the course of our audit, we noted the following internal control deficiencies which resulted in penalties and loss of revenue:
 - a. The District was assessed late filing penalties and interest of \$48,789 for not making timely tax deposits for the quarter ending June 30, 2011.
 - b. The District was assessed a late filing penalty of \$734 for not making timely tax deposits for the quarter ending September 30, 2012.
 - c. The District did not deposit a Medicaid reimbursement of \$7,858, and upon notification that the reimbursement remained outstanding, the District failed to follow Medicaid's prescribed procedures for claiming said reimbursement.

This letter is intended solely for the information and use of the Legislative Joint Auditing Committee, the local school board and District management, state executive and oversight management, federal regulatory and oversight bodies, the federal awarding agencies and pass-through entities, and other parties as required by Arkansas Code, and is not intended to be and should not be used by anyone other than these specified parties. However, pursuant to Ark. Code Ann. § 10-4-417, all reports presented to the Legislative Joint Auditing Committee are matters of public record and distribution is not limited.

DIVISION OF LEGISLATIVE AUDIT

A handwritten signature in cursive script that reads "Larry W. Hunter".

Larry W. Hunter, CPA, CFE
Deputy Legislative Auditor

Little Rock, Arkansas
November 19, 2013

HELENA-WEST HELENA SCHOOL DISTRICT NO. 2
 PHILLIPS COUNTY, ARKANSAS
 BALANCE SHEET - REGULATORY BASIS
 JUNE 30, 2013

	Governmental Funds			
	Major			Fiduciary Fund Types
	General	Special Revenue	Other Aggregate	
ASSETS				
Cash	\$ 8,822,365	\$ 715,747		\$ 13,567
Investments	3,668			
Accounts receivable	49,329	640,370	\$ 314,942	
Due from other funds	39,425	35,514		
TOTAL ASSETS	\$ 8,914,787	\$ 1,391,631	\$ 314,942	\$ 13,567
LIABILITIES AND FUND BALANCES				
Liabilities:				
Accounts payable	\$ 104,936	\$ 24,853	\$ 201,528	
Due student groups				\$ 13,067
Due to other funds			74,939	
Total Liabilities	104,936	24,853	276,467	13,067
Fund Balances:				
Restricted	2,235,218	1,366,778	38,475	500
Assigned	20,799			
Unassigned	6,553,834			
Total Fund Balances	8,809,851	1,366,778	38,475	500
TOTAL LIABILITIES AND FUND BALANCES	\$ 8,914,787	\$ 1,391,631	\$ 314,942	\$ 13,567

The accompanying notes are an integral part of these financial statements.

HELENA-WEST HELENA SCHOOL DISTRICT NO. 2
 PHILLIPS COUNTY, ARKANSAS
 STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES -
 GOVERNMENTAL FUNDS - REGULATORY BASIS
 FOR THE YEAR ENDED JUNE 30, 2013

	Major		Other
	General	Special Revenue	Aggregate
REVENUES			
Property taxes (including property tax relief trust distribution)	\$ 4,333,054		
State assistance	13,476,183	\$ 8,614	\$ 655,440
Federal assistance	71,854	5,804,747	
Activity revenues	52,126		
Meal sales		163,752	
Investment income	13,215		
Other revenues	241,732		
TOTAL REVENUES	18,188,164	5,977,113	655,440
EXPENDITURES			
Regular programs	5,972,010	12,625	
Special education	891,294	266,376	
Career education programs	309,867	81,037	
Compensatory education programs	246,374	627,547	
Other instructional programs	255,257		
Student support services	641,495	117,460	
Instructional staff support services	1,580,771	2,592,970	
General administration support services	358,668	111,905	
School administration support services	781,434		
Central services support services	573,330	37,206	
Operation and maintenance of plant services	1,963,907	8,388	
Student transportation services	769,993	33,835	
Other support services	16,818		
Food services operations	17,174	1,206,326	
Facilities acquisition and construction services	244,370		1,431,881
Non-programmed costs		33,823	
Activity expenditures	55,580		
Debt Service:			
Interest and fiscal charges			84,800
TOTAL EXPENDITURES	14,678,342	5,129,498	1,516,681
EXCESS OF REVENUES OVER (UNDER) EXPENDITURES	3,509,822	847,615	(861,241)
OTHER FINANCING SOURCES (USES)			
Transfers in			899,716
Transfers out	(899,716)		
Refund to grantors	(37,852)	(110,295)	
Compensation for loss of capital assets	281,302		
TOTAL OTHER FINANCING SOURCES (USES)	(656,266)	(110,295)	899,716
EXCESS OF REVENUES AND OTHER SOURCES OVER (UNDER) EXPENDITURES AND OTHER USES	2,853,556	737,320	38,475
FUND BALANCES - JULY 1	5,956,295	629,458	
FUND BALANCES - JUNE 30	\$ 8,809,851	\$ 1,366,778	\$ 38,475

The accompanying notes are an integral part of these financial statements.

HELENA-WEST HELENA SCHOOL DISTRICT NO. 2
 PHILLIPS COUNTY, ARKANSAS
 STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES -
 BUDGET AND ACTUAL - GENERAL AND SPECIAL REVENUE FUNDS - REGULATORY BASIS
 FOR THE YEAR ENDED JUNE 30, 2013

	General		Variance		Special Revenue		Variance Favorable (Unfavorable)
	Budget	Actual		(Unfavorable)	Budget	Actual	
REVENUES							
Property taxes (including property tax relief trust distribution)	\$ 4,116,508	\$ 4,333,054	\$	216,546			
State assistance	14,118,234	13,476,183		(642,051)		8,614	\$ 8,614
Federal assistance	22,000	71,854	\$	49,854	\$ 7,716,745	5,804,747	(1,911,998)
Activity revenues		52,126		52,126			
Meal sales					74,400	163,752	89,352
Investment income		13,215		13,215			
Other revenues	245,371	241,732		(3,639)			
TOTAL REVENUES	18,502,113	18,188,164		(313,949)	7,791,145	5,977,113	(1,814,032)
EXPENDITURES							
Regular programs	9,156,049	5,972,010		3,184,039		12,625	(12,625)
Special education	886,114	891,294		(5,180)		266,376	86,582
Career education programs	511,059	309,867		201,192		81,037	(1,657)
Compensatory education programs	283,129	246,374		36,755		627,547	1,268,668
Other instructional programs	365,557	255,257		110,300			
Student support services	655,856	641,495		14,361		117,460	17,230
Instructional staff support services	1,693,577	1,580,771		112,806		2,592,970	724,271
General administration support services	341,606	358,668		(17,062)		111,905	19,325
School administration support services	764,287	781,434		(17,147)			
Central services support services	304,341	573,330		(268,989)		37,206	9,645
Operation and maintenance of plant services	3,019,733	1,963,907		1,055,826		8,388	(8,388)
Student transportation services	657,360	769,993		(112,633)		33,835	84,227
Other support services		16,818		(16,818)			
Food services operations		17,174		(17,174)		1,206,326	(68,279)
Community services operations					1,200		1,200
Facilities acquisition and construction services		244,370		(244,370)			
Non-programmed costs					140,000	33,823	106,177
Activity expenditures		55,580		(55,580)			
TOTAL EXPENDITURES	18,638,668	14,678,342		3,960,326	7,355,874	5,129,498	2,226,376

HELENA-WEST HELENA SCHOOL DISTRICT NO. 2
 PHILLIPS COUNTY, ARKANSAS
 STATEMENT OF REVENUES, EXPENDITURES, AND CHANGES IN FUND BALANCES -
 BUDGET AND ACTUAL - GENERAL AND SPECIAL REVENUE FUNDS - REGULATORY BASIS
 FOR THE YEAR ENDED JUNE 30, 2013

	General		Variance Favorable (Unfavorable)	Special Revenue		Variance Favorable (Unfavorable)
	Budget	Actual		Budget	Actual	
EXCESS OF REVENUES OVER (UNDER) EXPENDITURES	\$ (136,555)	\$ 3,509,822	\$ 3,646,377	\$ 435,271	\$ 847,615	\$ 412,344
OTHER FINANCING SOURCES (USES)						
Transfers in	22,061,260		(22,061,260)			
Transfers out	(22,825,028)	(899,716)	21,925,312			
Refund to grantors		(37,852)	(37,852)		(110,295)	(110,295)
Compensation for loss of capital assets		281,302	281,302			
TOTAL OTHER FINANCING SOURCES (USES)	(763,768)	(656,266)	107,502		(110,295)	(110,295)
EXCESS OF REVENUES AND OTHER SOURCES OVER (UNDER) EXPENDITURES AND OTHER USES	(900,323)	2,853,556	3,753,879	435,271	737,320	302,049
FUND BALANCES - JULY 1	6,619,962	5,956,295	(663,667)	464,350	629,458	165,108
FUND BALANCES - JUNE 30	\$ 5,719,639	\$ 8,809,851	\$ 3,090,212	\$ 899,621	\$ 1,366,778	\$ 467,157

The accompanying notes are an integral part of these financial statements.

HELENA-WEST HELENA SCHOOL DISTRICT NO. 2
PHILLIPS COUNTY, ARKANSAS
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2013

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1: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

A. Reporting Entity

The Helena-West Helena School District (District), as of June 20, 2011, is under the control of the Arkansas Department of Education. The local school board was dissolved as of that date. See Note 14. There are no component units.

B. Description of Funds

Major governmental funds (per the regulatory basis of accounting) are defined as General and Special Revenue.

General Fund – The General Fund is used to account for and report all financial resources not accounted for and reported in another fund.

Special Revenue Fund – The Special Revenue Fund is used to account for and report the proceeds of specific revenue sources that are restricted or committed to expenditure for specified purposes other than debt service or capital projects. The Special Revenue Fund includes federal revenues and related expenditures, restricted for specific educational programs or projects, including the District's food services operations. The Special Revenue Fund also includes required matching for those federal programs, program income required to be used to further the objectives of those programs, and transfers from the general fund to supplement such programs.

Other governmental funds, presented in the aggregate, consist of the following:

Capital Projects Fund – The Capital Projects Fund is used to account for and report financial resources that are restricted, committed, or assigned to expenditure for capital outlays including the acquisition or construction of capital facilities and other capital assets. The Capital Projects Fund excludes those types of capital-related outflows financed by proprietary funds or for assets that will be held in trust for individuals, private organizations, or other governments.

Debt Service Fund – The Debt Service Fund is used to account for and report financial resources that are restricted, committed, or assigned to expenditure for principal and interest.

Fiduciary Fund types include the following:

Agency Funds – Agency Funds are used to report resources held by the reporting government in a purely custodial capacity (assets equal liabilities).

Private-purpose Trust Funds – Private-purpose trust funds are used to report all other trust arrangements under which principal and income benefit individuals, private organizations, or other governments.

C. Measurement Focus and Basis of Accounting

The financial statements are prepared in accordance with a regulatory basis of accounting (RBA). This basis of accounting is prescribed by Ark. Code Ann. § 10-4-413(c), as provided in Act 2201 of 2005, and requires that financial statements be presented on a fund basis with, as a minimum, the general fund and special revenue fund presented separately and all other funds included in the audit presented in the aggregate. The law also stipulates that the financial statements consist of a balance sheet; a statement of revenues, expenditures, and changes in fund balances; a comparison of the final adopted budget to the actual expenditures for the general fund and special revenue funds of the entity; notes to financial statements; and a supplemental schedule of capital assets, including land, buildings, and equipment. The law further stipulates that the State Board of Education shall promulgate the rules necessary to administer the regulatory basis of presentation.

The RBA is not in accordance with generally accepted accounting principles (GAAP). GAAP require that basic financial statements present government-wide financial statements. Additionally, GAAP require the following major concepts: Management's Discussion and Analysis, accrual basis of accounting for government-wide financial statements, including depreciation expense, modified accrual basis of accounting for fund financial statements, separate financial statements for fiduciary fund types, separate identification of special and extraordinary items, inclusion of capital assets and debt in the financial statements, specific procedures for the identification of major governmental funds, and applicable note disclosures. The RBA does not require government-wide financial statements or the previously identified concepts.

HELENA-WEST HELENA SCHOOL DISTRICT NO. 2
PHILLIPS COUNTY, ARKANSAS
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2013

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1: **SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)**

C. **Measurement Focus and Basis of Accounting (Continued)**

The accompanying financial statements are presented on a fund basis. A fund is defined as a fiscal and accounting entity with a self-balancing set of accounts, which are segregated for purposes of recording specific activities or attaining certain objectives. Revenues are reported by major sources and expenditures are reported by major function. Other transactions, which are not reported as revenues or expenditures, are reported as other financing sources and uses. Transactions related to the recording of installment contracts and capital leases are reported as other financing sources. Changes in private-purpose trust funds will be reflected in the notes to the financial statements.

D. **Revenue Recognition Policies**

Revenues are recognized when they become susceptible to accrual in accordance with the RBA, except for property taxes (see Note 1 F below).

E. **Capital Assets**

Information on capital assets and related depreciation is reported at Schedule 1. Capital assets are capitalized at historical cost or estimated historical cost, if actual data is not available. Capital assets purchased are recorded as expenditures in the applicable fund at the time of purchase. Donated capital assets are reported at fair value when received. The District maintains a threshold level of \$1,000 for capitalizing equipment. Library holdings are not capitalized.

No salvage value is taken into consideration for depreciation purposes. All capital assets, other than land and construction in progress, are depreciated using the straight-line method over the following useful lives:

<u>Asset Class</u>	<u>Estimated Useful Life in Years</u>
Improvements/infrastructure	20
Buildings	50
Equipment	5-20

F. **Property Taxes**

Property taxes are levied (tax rates are established) in November of each year based on property assessment (real and personal) that occurred within a specific period of time beginning January 1 of the same year. Property taxes are collectible beginning the first business day of March of the year following the levy date and are considered delinquent after October 15 of the same calendar year.

Ark. Code Ann. § 6-20-401 allows, but does not mandate, the District to accrue the difference between the amount of 2012 calendar year taxes collected by June 30, 2013 and 32 percent of the proceeds of the local taxes that are not pledged to secure bonded indebtedness. The District elected not to accrue property taxes or the option to accrue property taxes was not applicable because the amount of property taxes collected by June 30, 2013 equaled or exceeded the 32 percent calculation.

Amendment no. 74 to the Arkansas Constitution established a uniform minimum property tax millage rate of 25 mills for maintenance and operation of public schools. Ark. Code Ann. § 26-80-101 provides the uniform rate of tax (URT) shall be assessed and collected in the same manner as other school property taxes, but the net revenues from the URT shall be remitted to the State Treasurer and distributed by the State to the county treasurer of each county for distribution to the school districts in that county. For reporting purposes, URT revenues are considered property taxes.

G. **Interfund Receivables and Payables**

Interfund receivables and payables result from services rendered from one fund to another or from interfund loans.

1: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

H. Fund Balance Classifications

1. Restricted fund balance – represents amounts that are restricted to specific purposes when constraints placed on the use of resources are either (a) externally imposed by creditors (such as through bond covenants), grantors, contributors, or laws or regulations of other governments; or (b) imposed by law through constitutional provisions or enabling legislation.
2. Assigned fund balance – represents amounts that are constrained by the District's *intent* to be used for specific purposes, but are neither restricted nor committed.
3. Unassigned fund balance – represents amounts that have not been assigned to other funds and that has not been restricted, committed, or assigned to specific purposes within the general fund. This classification can also include negative amounts in other governmental funds, if expenditures incurred for specific purposes exceeded the amounts restricted, committed, or assigned to those purposes.

I. Budget and Budgetary Accounting

The District is required by state law to prepare an annual budget. The annual budget is prepared on a fiscal year basis. The District does not prepare and submit amended budgets during the fiscal year. The State Department of Education's regulations allow for the cash basis or the modified accrual basis. However, the majority of the school districts employ the cash basis method.

The District budgets intra-fund transfers. Significant variances may result in the comparison of transfers at the Statement of Revenues, Expenditures, and Changes in Fund Balances – Budget and Actual – General and Special Revenue Funds – Regulatory Basis because only interfund transfers are reported at the Statement of Revenues, Expenditures, and Changes in Fund Balances – Governmental Funds – Regulatory Basis. Additionally, the District routinely budgets restricted federal programs as part of the special revenue fund. Significant variances may result in the budgetary comparison of the revenues and expenditures of the special revenue fund because of the reclassification of those federal programs primarily utilized for capital projects to the other aggregate funds for reporting purposes.

Budgetary perspective differences are not considered to be significant, because the structure of the information utilized in preparing the budget and the applicable fund financial statements is essentially the same.

J. Stabilization Arrangements

The Arkansas Department of Education has not formally set aside amounts for use in emergency situations or when revenue shortages or budgetary imbalances arise.

K. Minimum Fund Balance Policies

The Arkansas Department of Education has not formally adopted a minimum fund balance policy.

L. Fund Balance Classification Policies and Procedures

The Chief Executive Officer, in conjunction with other management and accounting personnel, is authorized to assign amounts to a specific purpose. The Arkansas Department of Education has not adopted a formal policy addressing this authorization.

The District's revenues, expenditures, and fund balances are tracked in the accounting system by numerous sources of funds. The fund balances of these sources of funds are combined to derive the District's total fund balances by fund. It is uncommon for an individual source of funds to contain restricted and unrestricted (committed, assigned, or unassigned) funds. The District does not have a policy addressing whether it considers restricted or unrestricted amounts to have been spent when an expenditure is incurred for purposes for which both restricted and unrestricted amounts are available. District personnel decide which resources (source of funds) to use at the time expenditures are incurred. For classification of fund balance amounts, restricted resources are considered spent before unrestricted. The District does not have a policy addressing which resources to use within the unrestricted fund balance when committed, assigned, or unassigned fund balances are available. When expenditures are incurred for purposes for which amounts in any of the unrestricted fund balance classifications could be used, committed amounts are reduced first, followed by assigned amounts, and then unassigned amounts.

HELENA-WEST HELENA SCHOOL DISTRICT NO. 2
PHILLIPS COUNTY, ARKANSAS
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2013

5a

1: SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

M. Encumbrances

The District does not utilize encumbrance accounting.

2: CASH DEPOSITS WITH FINANCIAL INSTITUTIONS

Cash deposits are carried at cost (carrying value). A comparison of the bank balance and carrying value is as follows:

	Carrying Amount	Bank Balance
Insured (FDIC)	\$ 453,718	\$ 503,668
Collateralized:		
Collateral held by the District's agent, pledging bank or pledging bank's trust department or agent in the District's name	8,797,046	10,855,899
Total Deposits	\$ 9,250,764	\$ 11,359,567

The above total deposits do not include cash of \$304,583 which was held in the County Treasury. The above total deposits include certificates of deposit of \$3,668 reported as investments and classified as nonparticipating contracts.

3: ACCOUNTS RECEIVABLE

The accounts receivable balance of \$1,004,641 at June 30, 2013, was comprised of the following:

	Governmental Funds			Total
	Major		Other	
Description	General	Special Revenue	Aggregate	
State assistance			\$ 314,942	\$ 314,942
Federal assistance	\$ 13,219	\$ 640,370		653,589
Other	36,110			36,110
Totals	\$ 49,329	\$ 640,370	\$ 314,942	\$ 1,004,641

4: COMMITMENTS

The District was contractually obligated for the following at June 30, 2013:

A. Construction Contract

Project Name	Estimated Completion Date	Contract Balance
Central Campus renovations	August 2013	\$ 100,015

B. Long-term Debt Issued and Outstanding

The District is presently paying on the following long-term debt:

Date of Issue	Date of Final Maturity	Rate of Interest	Amount Authorized and Issued	Debt Outstanding June 30, 2013	Maturities To June 30, 2013
5/1/12	2/1/23	1 - 2.2%	\$ 7,060,000	\$ 7,060,000	\$ 0

HELENA-WEST HELENA SCHOOL DISTRICT NO. 2
PHILLIPS COUNTY, ARKANSAS
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2013

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4: COMMITMENTS (Continued)

B. Long-term Debt Issued and Outstanding (Continued)

Changes in Long-term Debt

	Balance July 1, 2012	Issued	Retired	Balance June 30, 2013
Bonds payable	\$ 7,060,000	\$ 0	\$ 0	\$ 7,060,000

Total long-term debt principal and interest payments are as follows:

Year Ended June 30,	Principal	Interest	Total
2014	\$ 565,000	\$ 112,300	\$ 677,300
2015	665,000	106,650	771,650
2016	675,000	100,000	775,000
2017	690,000	93,250	783,250
2018	700,000	85,315	785,315
2019-2023	3,765,000	238,685	4,003,685
Totals	\$ 7,060,000	\$ 736,200	\$ 7,796,200

5: ACCOUNTS PAYABLE

The accounts payable balance of \$331,317 at June 30, 2013, was comprised of the following:

Description	Governmental Funds			Total
	Major		Other Aggregate	
	General	Special Revenue		
Vendor payables	\$ 104,936	\$ 24,853	\$ 201,528	\$ 331,317

6: INTERFUND TRANSFERS

The District transferred \$899,716 from the general fund to the other aggregate funds for the following: \$84,800 for debt related payments, \$46,116 to supplement capital expenditures, and \$768,800 in debt refunding savings required to be expended for capital expenditures.

7: RETIREMENT PLANS

Arkansas Teacher Retirement System

Plan Description. The District contributes to the Arkansas Teacher Retirement System (ATRS), a cost-sharing multiple-employer defined benefit pension plan that covers all Arkansas public school employees, except certain nonteachers hired before July 1, 1989. ATRS, administered by a Board of Trustees, provides retirement and disability benefits, annual cost-of-living adjustments, and death benefits to plan members and beneficiaries. Benefit provisions are established by State law and can be amended only by the Arkansas General Assembly. The Arkansas Teacher Retirement System issues a publicly available financial report that includes financial statements and required supplementary information for ATRS. That report may be obtained by writing to Arkansas Teacher Retirement System, 1400 West Third Street, Little Rock, Arkansas 72201 or by calling 1-800-666-2877.

Funding Policy. ATRS has contributory and noncontributory plans. Contributory members are required by State law to contribute 6% of their salaries. Each participating employer is required by State law to contribute at a rate determined by the Board of Trustees, based on the annual actuarial valuation. The current employer rate is 14% of covered salaries, the maximum allowed by State law. The District's contributions to ATRS for the years ended June 30, 2013, 2012, and 2011 were \$1,479,447, \$1,602,158, and \$2,136,232, respectively, equal to the required contributions for each year.

HELENA-WEST HELENA SCHOOL DISTRICT NO. 2
PHILLIPS COUNTY, ARKANSAS
NOTES TO FINANCIAL STATEMENTS
JUNE 30, 2013

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7: RETIREMENT PLANS (Continued)

Arkansas Public Employees Retirement System

Plan Description. The District contributes to the Arkansas Public Employees Retirement System (APERS), a cost-sharing multiple-employer defined benefit pension plan that covers certain nonteachers hired before July 1, 1989. APERS, administered by a Board of Trustees, provides retirement and disability benefits, annual cost-of-living adjustments, and death benefits to plan members and beneficiaries. Benefit provisions are established by State law and can be amended only by the Arkansas General Assembly. The Arkansas Public Employees Retirement System issues a publicly available financial report that includes financial statements and required supplementary information for APERS. That report may be obtained by writing to Arkansas Public Employees Retirement System, 124 West Capitol, Suite 400, Little Rock, Arkansas 72201 or by calling 1-800-682-7377.

Funding Policy. APERS has contributory and noncontributory plans. Contributory members are required by State law to contribute 5% of their salaries. Each participating employer is required by State law to contribute at a rate determined by the Board of Trustees, based on the annual actuarial valuation. The current employer rate for school districts is 4% of covered salaries. The District's contributions to APERS for the years ended June 30, 2013, 2012, and 2011 were \$9,986, \$11,209, and \$16,594, respectively, equal to the required contributions for each year.

8: CHANGES IN PRIVATE-PURPOSE TRUST FUNDS

FUND BALANCE - JULY 1	\$ 500
FUND BALANCE - JUNE 30	\$ 500

9: PLEDGED REVENUES

The District has pledged a portion of its property taxes to retire bonds of \$7,060,000 issued on May 1, 2012. The bonds were issued for various capital projects. Total principal and interest remaining on the bonds is \$7,796,200, payable through February 1, 2023. Principal and interest paid for the current year and total property taxes pledged for debt service were \$84,225 and \$1,156,328, respectively. The percentage of property taxes pledged for the current year for principal and interest payments was 7.28 percent.

10: RISK MANAGEMENT

The District is exposed to various risks of loss related to torts; theft of, damage to, and destruction of assets; errors and omissions; injuries to employees; and natural disasters.

The District carries commercial insurance for vacant property and student accidents. Settled claims have not exceeded this commercial coverage in any of the past three fiscal years. There were no significant reductions in insurance coverage from the prior year in the major categories of risk.

The District participates in the Arkansas School Boards Association - Workers' Compensation Trust (the Trust), a self-insurance trust voluntarily established on July 1, 1994 pursuant to state law. The Trust is responsible for obtaining and administering workers' compensation insurance coverage for its members, as well as obtaining reinsurance coverage for those claims that exceed the standard policy limits. In its administrative capacity, the Trust is responsible for monitoring, negotiating, and settling claims that have been filed on behalf of and against member districts. The District contributes annually to this program.

The District participates in the Arkansas Fidelity Bond Trust Fund administered by the Governmental Bonding Board. This program provides coverage for actual losses sustained by its members through fraudulent or dishonest acts committed by officials or employees. Each loss is limited to \$250,000 with a \$2,500 deductible. Premiums for coverage are paid by the Chief Fiscal Officer of the State of Arkansas from funds withheld from the Public School Fund.

The District participates in the Public School Property and Vehicle Insurance Trust Fund Program administered by the Risk Management Division of the Arkansas Insurance Department. The program's general objectives are to formulate, develop, and administer, on behalf of member districts, a program of insurance to obtain lower costs for property and vehicles coverage, and to develop a comprehensive loss control program. The fund uses a reinsurance policy to reduce exposure to large losses on insured events. The District pays an annual premium for its coverage of buildings, contents, and vehicles.

HELENA-WEST HELENA SCHOOL DISTRICT NO. 2
 PHILLIPS COUNTY, ARKANSAS
 NOTES TO FINANCIAL STATEMENTS
 JUNE 30, 2013

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11: ON-BEHALF PAYMENTS

The allocation of the health insurance premiums paid by the Arkansas Department of Education to the Employee Benefits Division, on-behalf of the District's employees, totaled \$243,836 for the year ended June 30, 2013.

12: DETAILS OF GOVERNMENTAL FUND BALANCE CLASSIFICATIONS DISPLAYED IN THE AGGREGATE

Description	Governmental Funds			Total
	Major		Other Aggregate	
	General	Special Revenue		
Fund Balances:				
Restricted for:				
Alternative learning environment	\$ 222,152			\$ 222,152
Educational programs - national school lunch state categorical funding	1,721,331			1,721,331
English-language learners	3,101			3,101
Professional development	15,941			15,941
Capital projects			\$ 38,475	38,475
Child nutrition programs		\$ 356,594		356,594
Medical services		162,885		162,885
Special education programs	3,486			3,486
Title I programs		638,084		638,084
Arkansas Better Chance	209,364			209,364
Twenty-first Century Community Learning Centers		68,933		68,933
Improving Teacher Quality		109,583		109,583
Other purposes	59,843	30,699		90,542
Total Restricted	<u>2,235,218</u>	<u>1,366,778</u>	<u>38,475</u>	<u>3,640,471</u>
Assigned to:				
Student activities	8,473			8,473
Other purposes	12,326			12,326
Total Assigned	<u>20,799</u>			<u>20,799</u>
Unassigned	<u>6,553,834</u>			<u>6,553,834</u>
Totals	\$8,809,851	\$1,366,778	\$ 38,475	\$ 10,215,104

13: COMPENSATION FOR LOSS OF CAPITAL ASSETS

During the year ended June 30, 2013, the District received insurance proceeds totaling \$281,302 for tornado damage to the Eliza Miller campus and for theft of equipment at the Beechcrest and Central campuses.

14: FISCAL DISTRESS STATUS

On September 13, 2010, the State Board of Education classified the District in Fiscal Distress. On June 20, 2011, the Arkansas Department of Education assumed control of the Helena-West Helena School District. Under the authority of Ark. Code Ann. § 6-20-1909, the Arkansas Department of Education dismissed the superintendent, dissolved the local school board, and appointed individuals as chief executive officer and chief operations officer. A plan to implement effective cost reduction measures has been adopted.

HELENA-WEST HELENA SCHOOL DISTRICT NO. 2
 PHILLIPS COUNTY, ARKANSAS
 SCHEDULE OF CAPITAL ASSETS
 FOR THE YEAR ENDED JUNE 30, 2013
 (Unaudited)

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 Schedule 1

	Balance June 30, 2013
<i>Nondepreciable capital assets:</i>	
Land	\$ 528,625
<i>Depreciable capital assets:</i>	
Buildings	14,327,126
Improvements/infrastructure	8,850,615
Equipment	9,633,623
Total depreciable capital assets	<u>32,811,364</u>
Less accumulated depreciation for:	
Buildings	12,158,175
Improvements/infrastructure	3,559,350
Equipment	7,558,827
Total accumulated depreciation	<u>23,276,352</u>
Total depreciable capital assets, net	<u>9,535,012</u>
Capital assets, net	<u>\$ 10,063,637</u>

HELENA-WEST HELENA SCHOOL DISTRICT NO. 2
 PHILLIPS COUNTY, ARKANSAS
 SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
 FOR THE YEAR ENDED JUNE 30, 2013

Federal Grantor/Pass-Through Grantor/Program or Cluster Title	Federal CFDA Number	Pass-Through Entity Identifying Number	Federal Expenditures
CHILD NUTRITION CLUSTER			
<u>U. S. Department of Agriculture</u>			
Direct Program:			
National School Lunch Program - Non-Cash Assistance (Food Distribution) (Note 3)	10.555		\$ 1,999
Passed Through State Department of Education:			
School Breakfast Program - Cash Assistance	10.553	54-03	325,684
National School Lunch Program - Cash Assistance	10.555	54-03	710,457
Total State Department of Education			1,036,141
Passed Through State Department of Human Services:			
National School Lunch Program - Non-Cash Assistance (Food Distribution) (Note 4)	10.555	5403000	70,015
TOTAL CHILD NUTRITION CLUSTER			1,108,155
SCHOOL IMPROVEMENT GRANTS CLUSTER			
<u>U. S. Department of Education</u>			
Passed Through State Department of Education:			
School Improvement Grants	84.377	54-03	886,024
ARRA - School Improvement Grants, Recovery Act	84.388	54-03	768,070
TOTAL SCHOOL IMPROVEMENT GRANTS CLUSTER			1,654,094
OTHER PROGRAMS			
<u>U. S. Department of Education</u>			
Passed Through State Department of Education:			
Title I Grants to Local Educational Agencies	84.010	54-03	990,375
Special Education - Grants to States	84.027	54-03	522,293
Twenty-First Century Community Learning Centers	84.287	54-03	113,079
Rural Education	84.358	54-03	75,600
Improving Teacher Quality State Grants	84.367	54-03	469,771
ARRA - Education Jobs Fund, Recovery Act	84.410	54-03	8,311
Total State Department of Education			2,179,429
Passed Through State Department of Career Education:			
Career and Technical Education - Basic Grants to States	84.048	54-03	58,033
Total U. S. Department of Education			2,237,462
<u>U. S. Department of Health and Human Services</u>			
Passed Through State Department of Education:			
Temporary Assistance for Needy Families	93.558	0000200285	18,628
TOTAL OTHER PROGRAMS			2,256,090
TOTAL EXPENDITURES OF FEDERAL AWARDS			\$ 5,018,339

The accompanying notes are an integral part of this schedule.

HELENA-WEST HELENA SCHOOL DISTRICT NO. 2
PHILLIPS COUNTY, ARKANSAS
SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS
FOR THE YEAR ENDED JUNE 30, 2013

NOTES TO THE SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS

- Note 1: Basis of Presentation - The accompanying Schedule of Expenditures of Federal Awards (the "Schedule") includes the federal grant activity of Helena-West Helena School District No. 2 (District) under programs of the federal government for the year ended June 30, 2013. The information in this schedule is presented in accordance with the requirements of the Office of Management and Budget (OMB) Circular A-133, *Audits of States, Local Governments, and Non-Profit Organizations*. Because the schedule presents only a selected portion of the operations of the District, it is not intended to and does not present the financial position or changes in financial position of the District.
- Note 2: Summary of Significant Accounting Policies - Expenditures reported on the Schedule are reported on the regulatory basis of accounting. Such expenditures are recognized following the cost principles contained in OMB Circular A-87, *Cost Principles for State, Local, and Indian Tribal Governments*, wherein certain types of expenditures are not allowable or are limited as to reimbursement. Pass-through entity identifying numbers are presented where available.
- Note 3: Nonmonetary assistance is reported at the approximate value as provided by the U. S. Department of Defense through an agreement with the U. S. Department of Agriculture.
- Note 4: Nonmonetary assistance is reported at the approximate value as provided by the State Department of Human Services.
- Note 5: During the year ended June 30, 2013, the District received Medicaid funding of \$20,007 from the State Department of Human Services. Such payments are not considered Federal awards expended, and therefore, are not included in the above schedule.

HELENA-WEST HELENA SCHOOL DISTRICT NO. 2
PHILLIPS COUNTY, ARKANSAS
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED JUNE 30, 2013

SECTION I - SUMMARY OF AUDITOR'S RESULTS

FINANCIAL STATEMENTS

Types of auditor's reports issued: GAAP basis of reporting - adverse
Regulatory basis opinion units - unmodified

Internal control over financial reporting:

- Material weakness(es) identified? ☒ yes ☐ no
- Significant deficiency(ies) identified? ☐ yes ☒ none reported

Noncompliance material to financial statements noted? ☐ yes ☒ no

FEDERAL AWARDS

Internal control over major programs:

- Material weakness(es) identified? ☒ yes ☐ no
- Significant deficiency(ies) identified? ☒ yes ☐ none reported

Type of auditor's report issued on compliance for major programs: unmodified for all major programs except for the Child Nutrition Cluster (Cash Assistance Programs) and the Title I Grants to Local Educational Agencies, which were qualified

Any audit findings disclosed that are required to be reported in accordance with Section 510(a) of OMB Circular A-133? ☒ yes ☐ no

Identification of major programs:

CFDA Number(s)	Name of Federal Program or Cluster
10.553 and 10.555	Child Nutrition Cluster
84.377 and 84.388	School Improvement Grants Cluster
84.010	Title I Grants to Local Educational Agencies
84.027	Special Education - Grants to States
84.367	Improving Teacher Quality State Grants

Dollar threshold used to distinguish between type A and type B programs: \$ 300,000

Auditee qualified as low-risk auditee? ☐ yes ☒ no

HELENA-WEST HELENA SCHOOL DISTRICT NO. 2
PHILLIPS COUNTY, ARKANSAS
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED JUNE 30, 2013

SECTION II - FINANCIAL STATEMENT FINDINGS

MATERIAL WEAKNESSES

2013-001. Internal Control

Criteria or specific requirement: Internal control is a process consisting of five interrelated components - *control environment, risk assessment, information and communication, control activities, and monitoring*. Management is responsible for adopting sound accounting policies and for establishing and maintaining internal control that will, among other things, initiate, authorize, record, process, and report transactions (as well as events and conditions) consistent with management's assertions embodied in the financial statements.

Condition: Deficiencies in the internal control component of control activities adversely affected the District's ability to initiate, authorize, record, process, and report financial data in accordance with the regulatory basis of accounting such that there was a reasonable possibility that a material misstatement of the District's financial statements would not be prevented, or detected and corrected on a timely basis. Financial accounting duties were not adequately segregated among employees. Specifically, the same employee was responsible for receiving and depositing monies collected, maintenance of accounting records, and preparation of journal entries, without compensating controls. Non-payroll checks were prepared by the same employee responsible for the maintenance of accounting records and such employee had unrestricted access to the District's signature stamp. Payroll checks were prepared by the same employee responsible for changes to the payroll accounts, without compensating controls.

Context: An understanding of the five components of internal control sufficient to assess the risk of material misstatement of the financial statements whether due to error or fraud, and to design the nature, timing, and extent of further audit procedures was obtained.

Effect: The District's ability to initiate, authorize, record, process, and report transactions consistent with management's assertions embodied in the financial statements, as well as the ability to safeguard District assets, was adversely affected by the identified weaknesses in the above internal control component.

Cause: District management, due to cost/benefit implications, which hindered the District's ability to adequately segregate financial accounting duties among employees, did not effectively address the deficiencies in internal control.

Recommendation: District management should adopt sound accounting policies and establish and maintain internal control that will initiate, authorize, record, process, and report transactions consistent with management's assertions embodied in the financial statements and that will safeguard District assets.

Views of responsible officials and planned corrective actions: We concur with the recommendation and will implement corrective procedures to the extent possible.

HELENA-WEST HELENA SCHOOL DISTRICT NO. 2
PHILLIPS COUNTY, ARKANSAS
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED JUNE 30, 2013

SECTION II - FINANCIAL STATEMENT FINDINGS (Continued)

2013-002. Misstatements not Detected by Internal Control System

Criteria or specific requirement: Financial accounting records should be accurate to ensure the preparation of reliable financial statements that are fairly presented in conformity with the regulatory basis of accounting.

Condition: The District's internal control did not prevent or detect material errors in the financial accounting records. Such records are utilized in the preparation of the District's financial statements. We noted the District did not record accounts receivable of \$324,176 in the special revenue fund and \$140,232 in the other aggregate funds. The financial statements were corrected during the audit fieldwork. A similar finding was reported in the two previous audits.

Context: Identification of misstatements not initially detected by the District's internal control.

Effect: Misstatements were not detected by the District's internal control system.

Cause: Financial records were not properly monitored.

Recommendation: To achieve reliable financial reporting, the District should exercise due care to ensure all applicable general ledger accounts are properly stated.

Views of responsible officials and planned corrective actions: The District's bookkeeping personnel only recorded accounts with a negative balance. The personnel has been instructed to list the amount of funds to be received of all accounts where funds have been expended but not been received.

HELENA-WEST HELENA SCHOOL DISTRICT NO. 2
PHILLIPS COUNTY, ARKANSAS
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED JUNE 30, 2013

SECTION III - FEDERAL AWARD FINDINGS AND QUESTIONED COSTS

MATERIAL WEAKNESS

U. S. DEPARTMENT OF AGRICULTURE
PASSED THROUGH STATE DEPARTMENT OF EDUCATION
CHILD NUTRITION CLUSTER (CASH ASSISTANCE PROGRAMS) - CFDA NUMBERS 10.553 AND 10.555
PASS-THROUGH NUMBER 54-03
AUDIT PERIOD - YEAR ENDED JUNE 30, 2013

U. S. DEPARTMENT OF EDUCATION
PASSED THROUGH STATE DEPARTMENT OF EDUCATION
TITLE I GRANTS TO LOCAL EDUCATIONAL AGENCIES - CFDA NUMBER 84.010
PASS-THROUGH NUMBER 54-03
AUDIT PERIOD - YEAR ENDED JUNE 30, 2013

2013-003. Equipment and Real Property Management

Criteria or specific requirement: Proper records should be maintained for equipment acquired with federal awards. Additionally, the District should ensure that disposition of such equipment is in accordance with federal requirements, including the federal awarding agency is appropriately compensated for its share of any property sold or converted to non-federal use.

Condition: The District could not account for seven of eleven Child Nutrition equipment items costing \$18,962 and twenty-four of thirty-six Title I equipment items costing \$31,640. A similar finding was reported in the previous two audits.

Context: Observation of equipment recorded on subsidiary records, review of available documentation for dispositions, and interviews of Federal Programs Coordinator, Food Service Director, and employees.

Effect: The District's equipment subsidiary records were not accurate.

Cause: The District failed to properly account for all equipment items to ensure accurate equipment subsidiary records.

Recommendation: The District should properly account for all equipment items purchased with federal awards.

Views of responsible officials and planned corrective actions: The District has currently assigned an employee to the inventory. This employee is reviewing all of the District equipment (including location of equipment) to get an accurate accounting of all District equipment. Items which have been discarded/no longer in use will be removed from the inventory listing.

HELENA-WEST HELENA SCHOOL DISTRICT NO. 2
 PHILLIPS COUNTY, ARKANSAS
 SCHEDULE OF FINDINGS AND QUESTIONED COSTS
 FOR THE YEAR ENDED JUNE 30, 2013

SECTION III - FEDERAL AWARD FINDINGS AND QUESTIONED COSTS (Continued)

SIGNIFICANT DEFICIENCIES

U. S. DEPARTMENT OF AGRICULTURE
 PASSED THROUGH STATE DEPARTMENT OF EDUCATION
 CHILD NUTRITION CLUSTER (CASH ASSISTANCE PROGRAMS) - CFDA NUMBERS 10.553 AND 10.555
 PASS-THROUGH NUMBER 54-03
 AUDIT PERIOD - YEAR ENDED JUNE 30, 2013

U. S. DEPARTMENT OF EDUCATION
 PASSED THROUGH STATE DEPARTMENT OF EDUCATION
 TITLE I GRANTS TO LOCAL EDUCATIONAL AGENCIES - CFDA NUMBER 84.010
 SCHOOL IMPROVEMENT GRANTS CLUSTER - CFDA NUMBERS 84.377 AND 84.388
 PASS-THROUGH NUMBER 54-03
 AUDIT PERIOD - YEAR ENDED JUNE 30, 2013

2013-004. Allowable Costs/Cost Principles

Criteria or specific requirement: Office of Management and Budget (OMB) Circular A-87 requires salaries charged to federal programs be supported by monthly personnel activity reports or equivalent documentation when District employees work multiple activities. Periodic time certifications are required when an employee works solely on a single federal program.

Condition: Although standard payroll documentation supporting the employees' work in the applicable program was available for audit inspection, monthly personnel activity reports for one employee and periodic time certifications for two employees were not properly prepared for employees paid from the Title I program. Additionally, periodic time certifications were not properly prepared for two employees who worked solely with the School Improvement Grants program. Further, periodic time certifications for three employees were not properly prepared for employees paid from the Child Nutrition program. A similar finding was reported in the previous audit.

Context: An examination of documentation substantiating time worked by employees.

Effect: The District was unable to provide required documentation substantiating the time charged to the Title I, School Improvement Grants, and Child Nutrition programs.

Cause: Lack of internal controls and management oversight resulted in the lack of required supporting documentation pertaining to time charged to federal programs.

Recommendation: The District should properly prepare the monthly personnel activity reports or periodic time certifications for all applicable employees.

Views of responsible officials and planned corrective actions: The District has instructed supervisors and program coordinators to prepare time certification forms as required by law for all applicable employees. Random monitoring of this action will be by supervisors/coordinators. Central office administrators will verify program coordinators' and supervisors' practices and procedures.

HELENA-WEST HELENA SCHOOL DISTRICT NO. 2
PHILLIPS COUNTY, ARKANSAS
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED JUNE 30, 2013

SECTION III - FEDERAL AWARD FINDINGS AND QUESTIONED COSTS (Continued)

U. S. DEPARTMENT OF EDUCATION
PASSED THROUGH STATE DEPARTMENT OF EDUCATION
TITLE I GRANTS TO LOCAL EDUCATIONAL AGENCIES - CFDA NUMBER 84.010
IMPROVING TEACHER QUALITY STATE GRANTS - CFDA NUMBER 84.367
PASS-THROUGH NUMBER 54-03
AUDIT PERIOD - YEAR ENDED JUNE 30, 2013

2013-005. Reporting

Criteria or specific requirement: The District is required to budget program expenditures. Expenditures may not exceed the budgeted amounts for specific categories by more than 10 percent without prior approval from the Arkansas Department of Education (ADE) and the submission of budget amendments or adjustments. An annual financial report is compiled at the end of the fiscal year.

Condition: Title I expenditures for function 1591 (Title I School-wide Instruction) exceeded the budgeted amount by \$30,590 more than the 10 percent allowed. Additionally, Improving Teacher Quality program expenditures for function 2295 (Instructional Facilitator, Science) exceeded the budgeted amount by \$15,539 more than the 10 percent allowed.

Context: Comparison of budgeted expenditures to actual expenditures as reported on the annual financial report.

Effect: The District did not operate the Title I and Improving Teacher Quality programs within the approved budget classifications.

Cause: Lack of management oversight in the preparation of the budget and monitoring of budgeted expenditures to actual expenditures.

Recommendation: The District should implement procedures to ensure costs are incurred within the applicable budget categories and contact the ADE for further guidance regarding this matter.

Views of responsible officials and planned corrective actions: The Federal Program Coordinator has been instructed to align Title I budget expenditures with the approved ACSIP. Also, she was directed to incur cost only within the applicable budget categories.

HELENA-WEST HELENA SCHOOL DISTRICT NO. 2
PHILLIPS COUNTY, ARKANSAS
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED JUNE 30, 2013

SECTION III - FEDERAL AWARD FINDINGS AND QUESTIONED COSTS (Continued)

U. S. DEPARTMENT OF EDUCATION
PASSED THROUGH STATE DEPARTMENT OF EDUCATION
IMPROVING TEACHER QUALITY STATE GRANTS - CFDA NUMBER 84.367
PASS-THROUGH NUMBER 54-03
AUDIT PERIOD - YEAR ENDED JUNE 30, 2013

2013-006. Special Tests and Provisions

Criteria or specific requirement: The District must provide all eligible private school children and their teachers the opportunity to participate in the program by engaging in a timely and meaningful consultation with private school officials.

Condition: The District did not contact applicable private school officials for possible participation in the Improving Teacher Quality program.

Context: Inquiry of District personnel about procedures and documentation used to notify applicable private schools for possible participation in the program.

Effect: The District did not comply with the requirement to notify applicable private schools about possible participation in the program.

Cause: The District was unaware of the requirement to notify applicable private schools of possible participation in this program.

Recommendation: The District should implement procedures to ensure that all private schools that could be eligible to participate in the program are properly notified.

Views of responsible officials and planned corrective actions: The Title I Coordinator has been directed to contact private school officials regarding participation in Teacher Quality Program and provide Central Administration with supporting documentation.

HELENA-WEST HELENA SCHOOL DISTRICT NO. 2
PHILLIPS COUNTY, ARKANSAS
SCHEDULE OF FINDINGS AND QUESTIONED COSTS
FOR THE YEAR ENDED JUNE 30, 2013

SECTION III - FEDERAL AWARD FINDINGS AND QUESTIONED COSTS (Continued)

U. S. DEPARTMENT OF EDUCATION
PASSED THROUGH STATE DEPARTMENT OF EDUCATION
SPECIAL EDUCATION - GRANTS TO STATES - CFDA NUMBER 84.027
PASS-THROUGH NUMBER 54-03
AUDIT PERIOD - YEAR ENDED JUNE 30, 2013

2013-007. Equipment and Real Property Management

Criteria or specific requirement: Proper records should be maintained for equipment acquired with federal awards. Additionally, the District should ensure that disposition of such equipment is in accordance with federal requirements, including the federal awarding agency is appropriately compensated for its share of any property sold or converted to non-federal use.

Condition: The District could not account for one of thirteen Special Education equipment items costing \$1,477. A similar finding was reported in the previous two audits.

Context: Observation of equipment recorded on subsidiary records, review of available documentation for dispositions, and interviews of Special Education Director and employees.

Effect: The District's equipment subsidiary records were not accurate.

Cause: The District failed to properly account for all equipment items to ensure accurate equipment subsidiary records.

Recommendation: The District should properly account for all equipment items purchased with federal awards.

Views of responsible officials and planned corrective actions: The District is currently reviewing all its equipment to get an accurate accounting. The permanent inventory will be adjusted accordingly. The applicable federal official will be contacted if needed.

HELENA-WEST HELENA SCHOOL DISTRICT NO. 2
PHILLIPS COUNTY, ARKANSAS
FEDERAL AWARD PROGRAMS -
SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS
FOR THE YEAR ENDED JUNE 30, 2013

U. S. DEPARTMENT OF EDUCATION
PASSED THROUGH STATE DEPARTMENT OF EDUCATION
TITLE I GRANTS TO LOCAL EDUCATIONAL AGENCIES
SPECIAL EDUCATION - GRANTS TO STATES

2012 - Finding 2012-3: Title I Grants to Local Educational Agencies - CFDA Number 84.010 and Special Education - Grants to States - CFDA Number 84.027

Condition: The District could not account for nineteen of forty Title I program equipment items and three of thirteen Special Education equipment items costing \$25,139 and \$3,601, respectively. A similar finding was reported in the previous audit.

Recommendation: The District should properly account for all equipment items purchased with federal awards.

Current Status: Exceptions were observed in the current audit period. See findings 2013-003 and 2013-007 at Schedule 3.

U. S. DEPARTMENT OF AGRICULTURE
PASSED THROUGH STATE DEPARTMENT OF EDUCATION
CHILD NUTRITION CLUSTER (CASH ASSISTANCE PROGRAMS)

U. S. DEPARTMENT OF EDUCATION
PASSED THROUGH STATE DEPARTMENT OF EDUCATION
TITLE I, PART A CLUSTER
SCHOOL IMPROVEMENT GRANTS

2012 - Finding 2012-4: Child Nutrition Cluster (Cash Assistance Programs) - CFDA Numbers 10.553 and 10.555; Title I, Part A Cluster - CFDA Numbers 84.010 and 84.389; and School Improvement Grants - CFDA Number 84.377

Condition: The District failed to establish internal controls, including retention of verification documentation, to ensure vendors were not suspended or debarred, thus increasing the risk of the District doing business with prohibited parties. The goods and services had been properly received or rendered, and District personnel indicated the *EPLS* website was used to verify that applicable vendors had not been suspended or debarred by the Federal Government; however, supporting documentation was not maintained of the *EPLS* website verification as required by Arkansas Department of Education Commissioner's Memo FIN-10-047. No vendors with which the District conducted business were identified during the audit period as suspended or debarred parties. A similar finding was reported in the previous two audits.

Recommendation: Establish an internal control system, including retention of verification documentation, to ensure applicable transactions are not conducted with suspended or debarred parties.

Current Status: Corrective action was taken.

HELENA-WEST HELENA SCHOOL DISTRICT NO. 2
PHILLIPS COUNTY, ARKANSAS
FEDERAL AWARD PROGRAMS -
SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS
FOR THE YEAR ENDED JUNE 30, 2013

U. S. DEPARTMENT OF EDUCATION
PASSED THROUGH STATE DEPARTMENT OF EDUCATION
TITLE I GRANTS TO LOCAL EDUCATIONAL AGENCIES
SPECIAL EDUCATION CLUSTER (IDEA)

2012 - Finding 2012-5: Title I Grants to Local Educational Agencies - CFDA Number 84.010 and Special Education Cluster (IDEA) - CFDA Numbers 84.027 and 84.391

Condition: The District claimed indirect costs in excess of the allowable amounts by \$95,753 for Title I, \$14,623 for Special Education, and \$469 for the Special Education ARRA program.

Recommendation: The District should contact the Arkansas Department of Education to resolve this issue.

Current Status: Corrective action was taken.

U. S. DEPARTMENT OF AGRICULTURE
PASSED THROUGH STATE DEPARTMENT OF EDUCATION
CHILD NUTRITION CLUSTER (CASH ASSISTANCE PROGRAMS)

2012 - Finding 2012-6: Child Nutrition Cluster (Cash Assistance Programs) - CFDA Numbers 10.553 and 10.555

Condition: Although standard payroll documentation supporting the employees' work in the applicable program was available for audit inspection, periodic time certifications were not prepared for the District's child nutrition employees who worked solely on a single federal program.

Recommendation: The District should prepare periodic time certifications for all applicable employees.

Current Status: Exceptions were observed in the current audit period. See finding 2013-004 at Schedule 3.

U. S. DEPARTMENT OF EDUCATION
PASSED THROUGH STATE DEPARTMENT OF CAREER EDUCATION
CAREER AND TECHNICAL EDUCATION - BASIC GRANTS TO STATES

2012 - Finding 2012-7: Career and Technical Education - Basic Grants to States - CFDA Number 84.048

Condition: The Arkansas Department of Career Education conducted a monitoring visit in September 2011. This review noted that the District did not provide adequate supporting documentation for twenty-one transactions, failed to implement the use of ten equipment items, and could not locate three equipment items. As a result of these findings, the District reimbursed the Arkansas Department of Career Education \$26,956.

Recommendation: The District should maintain proper documentation for all expenditures, properly utilize purchased equipment within the program, and properly account for such equipment.

Current Status: Corrective action was taken.

HELENA-WEST HELENA SCHOOL DISTRICT NO. 2
 PHILLIPS COUNTY, ARKANSAS
 SCHEDULE OF SELECTED INFORMATION FOR THE LAST FIVE YEARS - REGULATORY BASIS
 FOR THE YEAR ENDED JUNE 30, 2013
 (Unaudited)

<u>General Fund</u>	Year Ended June 30,			
	2013	2012	2011	2010
Total Assets	\$ 8,914,787	\$ 6,428,588	\$ 4,762,117	\$ 2,480,265
Total Liabilities	104,936	472,293	363,075	67,627
Total Fund Balances	8,809,851	5,956,295	4,399,042	2,412,638
Total Revenues	18,188,164	19,812,569	19,686,045	21,924,790
Total Expenditures	14,678,342	16,913,193	16,681,448	23,823,296
Total Other Financing Sources (Uses)	(656,266)	(1,342,123)	(1,018,193)	(532,033)
<u>Special Revenue Fund</u>				
Total Assets	1,391,631	747,901	2,175,448	761,342
Total Liabilities	24,853	118,443	910,270	173,015
Total Fund Balances	1,366,778	629,458	1,265,178	588,327
Total Revenues	5,977,113	6,390,229	9,038,207	6,710,342
Total Expenditures	5,129,498	6,920,927	8,472,350	7,086,614
Total Other Financing Sources (Uses)	(110,295)	(105,022)	109,994	(12,316)
<u>Other Aggregate Funds</u>				
Total Assets	314,942	179,083	108,510	
Total Liabilities	276,467	179,083	15,548	
Total Fund Balances	38,475		92,962	
Total Revenues	655,440		852,359	280,838
Total Expenditures	1,516,681	1,366,234	1,689,915	812,871
Total Other Financing Sources (Uses)	899,716	1,273,272	930,518	532,033

Helena-West Helena School District
Finance Department – Service Length
2011-12 to Present

Leigh A. Lewis	General Business Manager (HWH Employee) Assist with Payroll State Reporting – Financial Contracts Assist with Account Payable/Requisition/Purchase Orders Financial Budget – Data Entry Employee Benefits W-2's Monthly/Quarterly/Fiscal/Calendar Reports Revenue Bank Statements	July 1, 2011 – Present
Thurshala Banks	Payroll Bookkeeper (HWH Employee) Insurance Payroll	July 1, 2011-July 31, 2011 (Reduction In Force)
Rashunna Boldien	Payroll Bookkeeper (HWH Employee) Account Payable Fixed Assets Quarterly Reports Requisitions/Purchase Orders Receipt Revenue W-2's	July 1, 2011 to Present
Tracey Wages	Contracted Services Insurance Bank Statements	August 2011 – December, 2012
Carla Jett	Administrative Assistant (.50 FTE – Finance HWH Employee) Clerical Payroll Insurance Requisitions File	July 1, 2011 – Present
Vicki Wilborn	Administrative Assistant Transferred to Bookkeeper (HWH Employee) Insurance Bank Statement	July 1, 2011 – June 30, 2013 July 1, 2013 – Present

Helena-West Helena Staff (cont.)

Ardelia Echols	Federal Program Director (with exception of Title VI-B and Carl Perkins) HWH- Employee ACSIP NSLA	July 1, 2011 – Present
Suzann McCommon	CEO	July 1, 2011 – June 30, 2014
Ulicious Reed	COO	July 1, 2011 – June 30, 2014

Jeff Martello	Financial Consultant (ADE) (Office of Intensive Support)	2013-14 to Present
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On-site as needed working with Federal and Finance Department

ADE Staff on/site as needed and the HWH School Staff travel to Little Rock, AR as needed to get assistance.

Hazel Burnett
 Scott McRae
 Mindy Looney
 Kathleen Crain
 Charlotte Nichols
 Wanda Armstrong
 Alisa Moore
 Mike Hernandez
 William Goff
 Tom Kimbrell
 Tony Woods

Summary of Fiscal Distress Monthly Financial Reports Deadlines

Helena-West Helena School District

5d

Fiscal Year 2013-2014			
Month	Date Due	Date Received	Comments
July 2013	Aug 15th	8/20/2013	5 days late
August 2013	Sep 15th	9/13/2013	
September 2013	Oct 15th	10/16/2013	1 day late
October 2013	Nov 15th	11/22/2013	7 days late
November 2013	Dec 15th	12/13/2013	
December 2013	Jan 15th	1/14/2014	
January 2014	Feb 15th	2/10/2014	
February 2014	Mar 15th	3/17/2014	2 days late
March 2014	Apr 15th	5/21/2014	6 days late
April 2014	May 15th	5/5/2014	
May 2014	Jun 15th	6/23/2014	8 days late
June 2014	Jul 15th	7/16/2014	1 day late

Fiscal Year 2014-2015			
Month	Date Due	Date Received	Comments
July 2014	Aug 15th	8/13/2014	
August 2014	Sep 15th	9/12/2014	
September 2014	Oct 15th	10/16/2014	Partial Report Received
October 2014	Nov 15th	11/11/2014	Partial Report Received

Note: Most of these reports that were turned in on time were lacking the bank reconciliation.
The bank reconciliation came in at a later date.

Cycle Submissions

Helena/West Helena School District

5d

Fiscal Year 2013-2014			
Cycle	Date Due	Date Received	Comments
Cycle 1	9/30/2013	9/30/2013	
Cycle 2	10/15/2013	10/15/2013	
Cycle 3	11/15/2013	11/12/2013	
Cycle 4	12/15/2013	12/11/2013	
Cycle 5	2/15/2014	2/12/2014	
Cycle 6	4/15/2014	4/14/2014	
Cycle 7	6/15/2014	6/11/2014	
Cycle 8	7/31/2014	7/31/2014	
Cycle 9	8/31/2014	8/28/2014	

Fiscal Year 2014-2015			
Cycle	Date Due	Date Received	Comments
Cycle 1	9/30/2014	9/30/2014	
Cycle 2	10/15/2014	10/16/2014	1 Day Late
Cycle 3	11/15/2014	11/13/2014	

Lee County School District

State Board Special Report Synopsis

1. District Information

- a. District Profile
- b. Balances
- c. Classification – Attachment 1c
- d. Indicators
- e. Fiscal Distress Improvement Plan – Attachment 1e

2. Revenue

- a. Voted 2 new M&O mills September 2013
- b. Tax Projection

3. Expenditures

- a. FY15 Additional supplies budgeted to meet the needs of teachers
- b. Salaries and Benefits Yearly Comparison
- c. Salary and Benefit Data Budget and Actual

4. Financial Assistance

- a. Arkansas Department of Education (ADE) Fiscal Distress Unit
- b. ADE-APSCN Unit
- c. ADE-Office of Intensive Support- Attachment 4c
- d. Financial Consultants-
 - Valley View School District (FY14- \$38,290.05- includes services, postage and travel)
 - Norman Hill Enterprises, LLC. (FY15- Contract amount \$30,000) – Attachment 4d

5. Areas of Concern

- a. Local Taxes- Timing of Gas Line Payment
- b. Loss of State Revenue (enrollment)
- c. Issued \$1,275,000 Construction bond on October 1, 2013
 - Principal payment deferred until FY16 – Attachment 5c
- d. Dues and Fees - Penalties and late fees
- e. Financial Office Staff
 - Number of employees – Attachment 5e
 - Experience/Knowledge
 - Work Load/Job assignments
 - Procedure documentation
 - Compliance with Timelines/Due dates
 - Fiscal Distress Monthly Financial Reports - Attachment 5e
 - Cycle Reports – Attachment 5e
 - Federal Grant expenditures
 - Employee Benefits Division (EBD) – Attachment 5e
 - Bank Reconciliations
 - Payroll processing
 - 26 Pay Periods
 - Volume of Payroll vendors



Financial Status Report of the Lee County School District

December 11, 2014

District Information

Lee County School District Profile

Misc:	FY12	FY13	FY14	FY15
Superintendent	Saul Lusk	Willie Murdock	Willie Murdock	Willie Murdock
ADM 3 Qtr Avg Prior Year	986.38	953.85	911.93	884.64
Total Assessment	95,361,565	110,986,175	116,790,227	119,579,181
Total Mills	26.30	26.30	26.30	28.30
Local Taxes (at 100% Collection)	2,508,009	2,918,936	3,071,583	3,384,093
State Foundation Funding	3,641,400	3,176,218	2,924,109	2,795,636
Declining Enrollment Funding	332,237	101,933	134,541	88,979
Local Revenue per student	2,452.32	2,937.11	3,185.90	3,360.80
Foundation funding aid per student	<u>3,691.68</u>	<u>3,329.89</u>	<u>3,207.10</u>	<u>3,160.20</u>
Foundation funding amt per student	6,144.00	6,267.00	6,393.00	6,521.00
Total Debt (Bonded/Non-Bonded)	230,000	155,000	1,355,000	1,355,000
Principal & Interest Payments	5,075	82,907	96,219	130,544
Catagorical Funding:	FY12	FY13	FY14	FY15
NSLA	1,363,164	1,336,787	1,290,317	1,237,651
ALE	83,232	91,705	19,760	44,275
ELL	0	0	0	0
P.D.	<u>41,803</u>	<u>41,388</u>	<u>40,528</u>	<u>23,593</u>
Total Categorical Funding	1,488,199	1,469,880	1,350,605	1,305,519

Lee County School District

Unrestricted Balance History

Net Unrestricted Legal Balance

2010-11	2011-12	2012-13	2013-14	2014-15 Budget
1,761,891	2,656,434*	239,693	367,254	843,407

*Note: Includes journal entry errors totaling \$1,853,453. The errors were corrected in 2012-13.

Lee County School District Identification and Classification

- March 14, 2012 - Entered Early Intervention Program
- March 28, 2014 - Identified for Fiscal Distress Program
- May 8, 2014 - Classified for Fiscal Distress Program

Supporting document attached - 1c

Lee County School District Fiscal Distress Indicator

- A declining balance determined to jeopardize the fiscal integrity of a school district

Lee County School District Fiscal Distress Improvement Plan Objectives

- Reduce staff with net savings of approximately \$632,312

Supporting documents attached - 1e

Revenue

Lee County School District Millage Changes

<u>2 - New M & O Mills</u>		
<u>voted September 2013</u>		
	<u>M & O Mills</u>	<u>M & O Mills</u>
M & O	1.00	2.00
DM & O		
Debt Service		
TOTAL MILLS	1.00	2.00
REAL PROPERTY	60,566,521.00	60,566,521.00
PERSONAL PROPERTY	21,204,080.00	21,204,080.00
UTILITIES & CARRIERS	<u>37,808,580.00</u>	<u>37,808,580.00</u>
TOTAL ASSESSMENT	119,579,181.00	119,579,181.00
MILLS	0.0010	0.0020
100% COLLECTION	\$119,579.18	\$239,158.36

Lee County School District Tax Projection

2014-15 Local Tax Projection				
		D M & O		
	URT	Above URT		
	<u>M & O Mills</u>	<u>M & O Mills</u>	<u>& D S Mills</u>	<u>Total Mills</u>
M & O	25.00	2.00		27.00
DM & O				0.00
Debt Service			1.30	1.30
TOTAL MILLS	25.00	2.00	1.30	28.30
REAL PROPERTY	60,566,521.00	60,566,521.00	60,566,521.00	
PERSONAL PROPERTY	21,204,080.00	21,204,080.00	21,204,080.00	
UTILITIES & CARRIERS	37,808,580.00	37,808,580.00	37,808,580.00	
TOTAL ASSESSMENT	119,579,181.00	119,579,181.00	119,579,181.00	
MILLS	0.0250	0.0020	0.00130	0.0283
100% COLLECTION	\$2,989,479.53	\$239,158.36	\$155,452.94	\$3,384,090.82
Estimated Collection Rate	98.00%	92.02%	92.02%	
COLLECTIONS @ Estimated Rate	\$2,929,689.93	\$220,073.52	\$143,047.79	\$3,292,811.25

Expenditures

FY15 Additional supplies budgeted to meet the needs of teachers

Lee County School District

Total Salaries and Benefits Expenditures for All Funds

		Changes from
	<u>Salaries and Benefits</u>	<u>Prior Years</u>
2010-11	9,454,411	
2011-12	8,166,759	(1,287,652)
2012-13	7,932,060	(234,699)
2013-14	7,989,242	57,182
2014-15 Budget	7,124,767	(864,475)

Lee County School District

Salary & Benefit Data

All Funds

FY 14 Actual	7,989,242
FY 15 Budget	<u>7,124,767</u>
Variance	(864,475)
FY 14 YTD thru October 31, 2013	2,185,595
FY 15 YTD thru October 31, 2014	<u>1,843,534</u>
Variance	(342,061)

Fiscal Distress Improvement Plan was to reduce staff by \$632,312

Financial Assistance

- **Arkansas Department of Education (ADE) – Fiscal Distress Unit**
- **ADE - APSCN Unit**
- **ADE - Office of Intensive Support**
- **Financial Consultants**
 - Valley View School District (FY14-\$38,290.05 – includes services, postage and travel)
 - Norman Hill Enterprises, LLC (FY15-Contract amount \$30,000)

Supporting document attached – 4c and 4d

Areas of Concern

Local Taxes

Timing of Gas Pipeline Payment

Lee County School District

Local Tax Revenue

Received in June which includes Gas pipeline taxes

Lee County School District			
Local Tax			
	FY12	FY13	FY14
Unrestricted Revenue for Month of June	749,315	860,735	973,014
Unrestricted Balance June 30	2,656,434	239,693	367,254
Unrestricted Balance without June Revenue	1,907,118	(621,042)	(605,760)

*Note: Includes journal entry errors totaling \$1,853,453. The errors were corrected in 2012-13.

Loss of State Revenue

Enrollment

Lee County School District

Loss of State Revenue - Enrollment

3 Qtr. Avg. ADM for 2014	884.64
Oct. 1, 2014 count for the 2014-15	827.00

Debt Payments and Construction Bonds

**Issued \$1,275,000 Construction bond on
October 1, 2013**

Principal payment deferred until FY16

Supporting documents attached - 5c

Dues and Fees

Penalties and Late Fees

Lee County School District

Dues and Fees 2012-15

Lee County School District Dues and Fees - 68100				
	FY12	FY13	FY14	FY15 as of 10/31/14
Vendor	Amount	Amount	Amount	Amount
Internal Revenue Service			\$14,285.89	
Department of Treasury			\$46,755.25	
Employee Benefits Division			\$232.00	
APERS	\$150.00			
ATRS			\$3,539.74	
Citizens Bank				\$100.00
DF&A			\$8,300.96	
Membership Fees	\$1,005.79	\$321.50	\$2,361.61	\$1,880.00
Entry Fees	\$889.00	\$956.00	\$785.00	\$596.00
Testing Fees	\$900.00			\$810.00
Security Fees			\$3,478.62	
Miscellaneous Fees	\$191.21	\$302.50	\$4,408.93	\$1,053.00
Total Dues and Fees	\$3,136.00	\$1,580.00	\$84,148.00	\$4,439.00

Financial Office Staff

Financial Office Staff

- Number of employees
- Experience/Knowledge
- Work Load/Job assignments
- Procedure documentation
- Compliance with Timelines/Due dates
 - Fiscal Distress Monthly Financial Reports
 - Cycle Reports
 - Federal Grant expenditures
- Employee Benefits Division (EBD)
- Bank Reconciliations
- Payroll processing
 - 26 Pay Periods
 - Volume of Payroll vendors

Supporting documents attached - 5e

BALANCE



FINANCE

ACADEMIC

FACILITIES

Summary

- ❑ Communication – Set specific goals
- ❑ District awareness - financial, academic, facilities, student, parents, and community
- ❑ Calendar – Create a yearly calendar with due dates and comply
- ❑ Adhere to policies – Example: bidding, employee leave
- ❑ Establish written procedures and cross train jobs – Example: payroll processes, accounts payable, etc.
- ❑ Streamline and automate processes
- ❑ Develop Consistency
- ❑ Know District's obligations
 - Implement and track purchase order procedures
 - District debt payment schedules – know amount and date payments are due
- ❑ Monitor Budget – No less than monthly with a detailed review and no less than quarterly (correct coding errors)
- ❑ Fiscal Manager – Appoint an employee to monitor, coordinate, and insure the District's overall budget is efficiently utilizing all funds (local, state, and federal).
- ❑ Employee Contracts – Contracts should include adequate documentation to calculate the rate of pay for the appropriate salary schedule

Each employee should understand and execute the duties and responsibilities of their job



Fiscal Distress Unit

**4 Capitol Mall
Little Rock, AR 72201
501-682-5124
<http://arkansased.org>**



ARKANSAS DEPARTMENT OF EDUCATION

1c

Dr. Tom W. Kimbrell
Commissioner

May 8, 2014

**State Board
of Education**

Brenda Gullett
Fayetteville
Chair

Sam Ledbetter
Little Rock
Vice Chair

Dr. Jay Barth
Little Rock

Joe Black
Newport

Alice Mahony
El Dorado

Toyce Newton
Crossett

Mireya Reith
Fayetteville

Vicki Saviers
Little Rock

Diane Zook
Melbourne

Ms. Willie Mae Murdock, Superintendent
Lee County School District
188 West Chestnut Street
Marianna, AR 72360

Dear Ms. Murdock:

The State Board of Education classified the Lee County School District in fiscal distress at the May 8, 2014, meeting. Subsequent to classification, the Department requires the following actions of your district.

Fiscal Distress Improvement Plan

- Submit a written Fiscal Distress Improvement Plan (Plan) within ten (10) days
- Deadline to submit the Plan is 4:30 p.m., May 18, 2014

The Plan shall contain, at a minimum, the following elements:

- Identification of each indicator
(Listed in the March 28, 2014 identification letter)
- Specific corrective action steps for each indicator
- Timeline for each corrective action step
- Additional action steps the district proposes to take
- Timeline for each additional action step the district proposed
- A statement of assurance that implementing the Plan will not violate the Standards of Accreditation

Publication of the District's Fiscal Distress Classification

- Publish a Notice of Lee County District's fiscal distress classification at least one (1) time for two (2) consecutive weeks in a newspaper of general circulation in the school district within 30 calendar days
- Deadline for the announcement to be published is June 8, 2014
- Deadline to submit to the Department a Proof of Publication or an Affidavit of Publication is July 7, 2014

The Publication notice shall contain the following elements:

- District's classification as a fiscal distress school district
- Identify the fiscal distress Indicators

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

Debt Issuance

No school district identified in fiscal distress may incur any debt without written approval from the Department prior to executing any and all such agreements.

Any debt includes:

- Contract
- Lease
- Loan
- Purchase
- Other obligations that increase the district's financial obligations, accounts payable or liabilities.

Fiscal Distress Reporting Requirements

The Department requires all fiscal distress districts to submit the following documents on a monthly basis:

- Detailed Statement of Changes in Fund Balances
- Summary Revenue Status Report
- Summary Expenditure Status Report
- Final page of the Bank Reconciliation Report
- Single page of the bank statement, which reflects the bank balance, used for reconciliation
- Approved minutes of the monthly School Board meeting indicating approval of the above reports

The Reporting Requirements include:

- Documents submitted on paper, via U.S. mail (not fax)
- Deadline to submit is the 15th of the following month
- Additional information concerning this requirement is provided in the attachment "Monthly Required Reports."

All correspondence, required reports, Fiscal Distress Improvement Plans, and approvals referenced in this letter should be sent to:

Financial Accountability and Reporting Unit

Attn: Hazel Burnett

Four Capitol Mall, Room 105C

Little Rock, AR 72201.

For additional information, please refer to Arkansas Code Ann. §6-20-1900 et. seq. and the Rules Identifying and Governing the Arkansas Fiscal Assessment and Accountability Program. The laws are included with this letter. If you have any questions, please contact the Fiscal Distress Services office at 501-682-5124.

Sincerely,



Hazel Burnett

ADE Coordinator, Fiscal Distress Accountability and Reporting

cc: Mr. Mike Hernandez, Assistant Commissioner

**Arkansas Department of Education
Fiscal Distress Financial Improvement Plan
Plan Year 2014-2015**

School District Lee County Superintendent Willie Murdock Phone Number 870-295-7100

PART A. NARRATIVE OVERVIEW OF DISTRICT

Insert the narrative overview of the District

Lee County School District is located in Lee County. The district covers 624 square miles. The district operates 11 bus routes that covers 1,074 miles daily. The district has 393,124 square footage insured with its buildings. The assessment for the Lee County School District for the 2013/2014 school year is \$116,790,227, and will be \$119,579,181 for the 2014/2015 school year. LCSD currently collect taxes on 1.30 debt service mills and 25 M&O mills. For the 2014/15 school year, the M&O mills collected will increase to 27 mills. LCSD has two bond issues outstanding. In the 2013/14 school year, LCSD will pay \$80,038 to Metropolitan National Bank and \$15,981 to The Citizens Bank of Batesville. For the 2014/15 school year, those amounts will be \$82,600 (the final payment for this issue) and \$47,944, respectively. The District has zero non-bonded debt payments, lease payments or post-dated warrant payments. LCSD has a declining balance which has jeopardized the fiscal integrity of the school district.

PART B. PLAN OBJECTIVES

Areas of Concern: We need to look at expenditures at both the micro and macro levels to ensure we operate each fiscal year in the black concerning the legal fund balance and maximize our restricted funds in an effective manner to increase student achievement. The Superintendent, School Board (Dr. Kimbrell/ADE as of 05/08/14), and Business Office need to work in tandem to ensure that proper staffing numbers are continuously analyzed throughout the school year to ensure efficiency is achieved. In addition to staffing analysis, purchasing decision makers within the district need to ensure that purchases are always based on need within an established budget and price comparisons are utilized when appropriate. LCSD purchasing policies and procedures need to be adhered to as well as State procurement laws. The district treasurer position has had turnover within a short time frame. Delegating business office responsibilities and increasing hands on process knowledge in completing routine business tasks and high level concept business knowledge needs to be vastly improved. LCSD needs to build a higher level of self sustainability and capacity in the business department.

Why the Problem Occurred: Lack of instituting timely cost cutting measures to effectively maintain non-deficit spending from one fiscal year to the next. As a result, as of 05/13/14, projected to have a negative legal fund balance. Declining enrollment numbers have been a reoccurring trend which has had a domino impact on per pupil funding for both restricted and unrestricted funds. 2011-2012 ADM (Qtrs. 1-3) = 953.85 2012-2013 ADM (Qtrs. 1-3) = 911.93 2013-2014 ADM (Qtr 1) = 879.05 LCSD has a declining balance which has jeopardized the fiscal integrity of the school district.

Specific Strategies to Remedy Problems Identified:

Objective 1	Plan Objective	Responsible Party	Specific Strategy	Board Action	Date of Action	Fund Sources	Amount of Net Savings	Objective Met	
								Yes	No
	RIF Classified Position	Superintendent/Board	Reduce Staff	No - As of 05/14/14		2000	\$3,534 + 13% Fringe = \$3,993.42		

**Arkansas Department of Education
Fiscal Distress Financial Improvement Plan
Plan Year 2014-2015**

Objective 2	RIF Classified Position	Superintendent/Board	Reduce Staff	No - As of 05/14/14	2000	\$3,534 + 13% Fringe = \$3,993.42		
Objective 3	RIF Classified Position	Superintendent/Board	Reduce Staff	No - As of 05/14/14	2000	\$3,234 + 13% Fringe = \$3,654.42		
Objective 4	RIF Classified Position	Superintendent/Board	Reduce Staff	No - As of 05/14/14	2000	\$2,580.39 + 13% Fringe = \$2,915.84		
Objective 5	RIF Classified Position	Superintendent/Board	Reduce Staff	No - As of 05/14/14	2365	\$12,114.83 + 25% Fringe = \$15,143.54		
Objective 6	RIF Classified Position	Superintendent/Board	Reduce Staff	No - As of 05/14/14	6501	\$13,155 + 25% Fringe = \$16,443.75		
Objective 7	RIF Classified Position	Superintendent/Board	Reduce Staff	No - As of 05/14/14	2281	\$13,610 + 25% Fringe = \$17,012.50		
Objective 8	Retirement/Non Replace Position/Still Have Outsource Cost/Classified	Superintendent/Board	Reduce Staff	No - As of 05/14/14	2000	30571.6 + 25% Fringe = \$38,214.50 Minus Outsource \$20,000 = \$18,214.50		
Objective 9	Resignation/Non Replace Position/Still Have Outsource Cost/Classified	Superintendent/Board	Reduce Staff	No - As of 05/14/14	2000	38,836.00 + 25% Fringe = \$48,545.00 Minus Outsource \$20,000 = \$28,545.00		
Objective 10	RIF Classified Position	Superintendent/Board	Reduce Staff	No - As of 05/14/14	2000	\$28,736.00 + 25% Fringe = \$35,920.00 Minus Outsource \$15,000 = \$20,920.00		
Objective 11	RIF Classified Position	Superintendent/Board	Reduce Staff	No - As of 05/14/14	2000	19551.54 + 25% Fringe = \$24,439.43 Minus Outsource \$15,000 = \$9,439.43		
Objective 12	RIF Classified Position	Superintendent/Board	Reduce Staff	No - As of 05/14/14	2000	\$6,326 + 13% Fringe = \$7,148.38		
Objective 13	RIF Classified Position	Superintendent/Board	Reduce Staff	No - As of 05/14/14	2000	\$7,765.00 + 13% Fringe = \$8,774.45		
Objective 14	RIF Classified Position	Superintendent/Board	Reduce Staff	No - As of 05/14/14	2000	5,162.00 + 13% Fringe = \$5,833.06		

**Arkansas Department of Education
Fiscal Distress Financial Improvement Plan
Plan Year 2014-2015**

Objective 15	RIF Classified Position	Superintendent/Board	Reduce Staff	No - As of 05/14/14	2000	\$2,581.00 + 13% Fringe = \$2,916.53	
Objective 16	RIF Certified Position	Superintendent/Board	Reduce Staff	No - As of 05/14/14	2000	\$33,550.00(Not Ath. Stipends and Not 200 days) + 25% Fringe = \$41,937.50	
Objective 17	RIF Certified Position	Superintendent/Board	Reduce Staff	No - As of 05/14/14	2000	\$38,500 (Not Ath. Stipends and Not 240 Days) + 25% Fringe = \$48,125.00	
Objective 18	RIF Certified Position/Offered Reassignment-Classroom	Superintendent/Board	Reduce Staff	No - As of 05/14/14	2000	\$55,421.00 + 25% Fringe = \$69,276.25 (Remember to Net Out Who They are Replacing for a Reassignment for their salary that may be at a higher cost if relevant so may not be a true \$69,276.25 savings. Have to account for)	
Objective 19	RIF Certified Position/Offered Reassignment-Classroom	Superintendent/Board	Reduce Staff	No - As of 05/14/14	2000	\$59,635.00 + 25% Fringe = \$74,543.75 (Remember to Net Out Who They are Replacing for a Reassignment for their salary that may be at a higher cost if relevant so may not be a true \$74,543.75 savings. Have to account for)	
Objective 20	RIF Certified Position	Superintendent/Board	Reduce Staff	No - As of 05/14/14	2000	\$61,924.00 + 25% Fringe = \$77,405.00	
Objective 21	RIF Certified Position/Offered Reassignment-Classroom	Superintendent/Board	Reduce Staff	No - As of 05/14/14	2000	\$46,830.00 + 25% Fringe = \$58,537.50 (Have to Net Out Who They are Replacing for a Reassignment for their salary that may be at a higher cost if relevant so may not be a true \$58,537.50 savings. Have to account for)	
Objective 22	RIF Certified Position	Superintendent/Board	Reduce Staff	No - As of 05/14/14	2000	\$33,000 + 25% Fringe = \$41,250.00	
Objective 23	RIF Certified Position	Superintendent/Board	Reduce Staff	No - As of 05/14/14	2000	\$45,030 + 25% Fringe = \$56,287.50	

[Signature]

Superintendent Signature

5-14-14

Date

***Future Planning
Spring, 2015***

- I. Closure of Buildings (Savings in Personnel, Utilities, Transportation, Food Service, Maintenance Costs)***
 - a. ALE/TLC-Move to Whitten Campus***
 - b. Nunnally Building/ Administrative Offices Move to Whitten Campus***
 - c. Move K-2 Students from Whitten to Anna Strong Campus (K-6)***

- II. Reduction of Staff***
 - a. Licensed***
 - b. Non-Licensed***

Page 41

Jeff Martello

Financial Consultant (ADE)
(Office of Intensive Support)

October, 2013 – Present

Average 1-3 days onsite per month working with Finance Dept. since October 2013

Average 2-3 days onsite per week working with Finance Dept. since July 2014

- Purchase Orders
- Financial Budget Management
- Facilities
- Transportation
- Business Procedures Documentation
- Auditor Reports
- ADE and Federal Reporting Requirements
- Technology
- Billing Reconciliation
- Materials acquisition and distribution once received
- Training staff
- Assists with various financial operations

Page 41

Hazel, remember Jeannie Helms came back as a compliance officer around spring/summer of 2013 and left in fall of 2013 if I'm not mistaken.

I'd create a separate iteration of Jeannie underneath her on page 41 and put her as compliance officer in partly working with budget and business operations to show another iteration of involvement with the finances and lack of stability in personnel and consistency.

Document Received from Office of Intensive Support

Progress Report for Lee County School District for FY15

By Norman Hill, Financial Consultant

The Lee County School District has made progress in its financials compared to last year at the end of October. The district had a negative balance of \$444,103.17 in the fiscal distress fund balances at the end of October, 2013. This year at the end of October, 2014 the district had a negative balance of \$261,354.43 in the fiscal distress fund balances. This is not where the district needs to be but it is an improvement. It is my hope that the district can pay all of its bills up-to-date this fiscal year and end in the black. The district had to accrue local taxes to be able to end in the black for the 2013-14 school year. My goal is to get the district in the black this year without having to do any accrual of local taxes. The district is still playing catch up with the outstanding bills for the 2013-14 school year. We are working to keep bills current for this year. We are still researching and paying outstanding bills for last year.

The balance sheet had \$513,653.56 in balances as of the end of July 2014. It should be \$0.00 at the end of the fiscal year. We have worked with the balance sheet in getting it corrected and paying bills for payroll deductions from the balance sheet that were outstanding at the end of July, 2014. We have got the balance sheet down to \$208,735.03 at the end of October, 2014. We are still researching bills that are outstanding for payroll deductions for the 2013-14 school year. As soon as we get these cleared up we will correct the balance sheet so it will be \$0.00 at the end of the 2014-15 school year.

The big problem with the balance sheet is that the district has twenty-six pay periods for payroll. All billings for payroll are based upon twelve pays. I would recommend that the state direct the district to go to twelve pay periods for payroll for the 2015-16 school year. It is my opinion that the district will never be able to get their financial records straight with twenty-six or twenty-four pay periods for payroll unless they have more personnel in accounting. They do not have the funds to hire more personnel.

The district carried over an excessive amount of federal funds at the end of the 2013-14 school year. Jeff Martello has done a good job of working with me and the district to prevent *the* loss of these excessive funds. We are on track to expend a majority of these funds in the academic areas of the district by the December deadline. We are working hard to prevent this from happening in the 2015-16 school year. The district is being encouraged to do adequate planning and get these funds expended in a timely manner.

The district is behind in adequate planning to take advantage of these funds. Examples are the after school program and 1003a grant. The after school program had not been started as of the first of November. Funds have been budgeted in the ACSIP for this program. Also the 1003a

grant funds for FY14 have not been expended for items in the grant application. Purchase orders need to be done for the items in the 1003a grant application.

The district is doing their own purchase orders and accounting with the help of Jeff Martello and me. During FY15, LCSD has processed its own accounts payable runs, payroll runs, large elements of the purchase order creation process, etc. versus FY14. LCSD has already processed a minimum of double the quantity of accounts payable transactions versus FY14. They are building capacity but are not able at this time to handle all financial tasks on their own in my opinion.

Local leadership will have to account for a minimum of \$250,000.00 in the loss of foundation funding in FY16 based on current, preliminary student enrollment counts. Timeline specific actions must take place at the end of calendar year 2014 and start of 2015 by local leadership personnel to account for the loss of funding unlike past fiscal years. Year to date, many financial tasks have been of the reactive level. Ensuring the budget is addressed to meet the significant loss in foundation funding is proactive in nature and a task that local leadership must ensure happens to provide solvent finances for Lee County School District. A plan should be in place by the end of February, 2015 of what cuts will be made to offset the loss of \$250,000 or more if enrollment continues to drop for FY15. Local leadership must provide the leadership necessary to get the plan developed and in place by the end of February, 2015.

RECORD OF SCHOOL BONDS				
Voted Construction				
County	<u>Lee</u>	School District	<u>Lee County</u>	No. 1
Date of Issue	October 1, 2013	Amount of Issue:	\$1,275,000	
Principal is due on the 1st day of	February	each year (starting in 2016)		
Interest is due on the 1st day of	February	and the first day of	August	
Mills voted	1.3*	Refunded	N/A	
To Whom Sold:	Stephens Inc.	Rating:	Aa2	
Place of Payment	The Citizens Bank, Batesville, Arkansas			
Callable on any date on or after	February 1, 2016			

Date Due	Principal Due	Coupon Rate	Interest Due	FY	Fiscal Year Total	CY	Cal Year Total	Unmatured Principal
						2013	0.00	1,275,000
02/01/14			15,981.25	13/14	15,981.25			1,275,000
08/01/14			23,971.88			2014	39,953.13	1,275,000
02/01/15			23,971.88	14/15	47,943.76			1,275,000
08/01/15			23,971.88			2015	47,943.76	1,275,000
02/01/16	30,000	1.750%	23,971.88	15/16	77,943.76			1,245,000
08/01/16			23,709.38			2016	77,681.26	1,245,000
02/01/17	30,000	1.750%	23,709.38	16/17	77,418.76			1,215,000
08/01/17			23,446.88			2017	77,156.26	1,215,000
02/01/18	30,000	1.750%	23,446.88	17/18	76,893.76			1,185,000
08/01/18			23,184.38			2018	76,631.26	1,185,000
02/01/19	30,000	1.750%	23,184.38	18/19	76,368.76			1,155,000
08/01/19			22,921.88			2019	76,106.26	1,155,000
02/01/20	30,000	2.625%	22,921.88	19/20	75,843.76			1,125,000
08/01/20			22,528.13			2020	75,450.01	1,125,000
02/01/21	35,000	2.625%	22,528.13	20/21	80,056.26			1,090,000
08/01/21			22,068.75			2021	79,596.88	1,090,000
02/01/22	35,000	2.625%	22,068.75	21/22	79,137.50			1,055,000
08/01/22			21,609.38			2022	78,678.13	1,055,000
02/01/23	35,000	2.625%	21,609.38	22/23	78,218.76			1,020,000
08/01/23			21,150.00			2023	77,759.38	1,020,000
02/01/24	35,000	3.375%	21,150.00	23/24	77,300.00			985,000
08/01/24			20,559.38			2024	76,709.38	985,000
02/01/25	35,000	3.375%	20,559.38	24/25	76,118.76			950,000
08/01/25			19,968.75			2025	75,528.13	950,000
02/01/26	40,000	3.375%	19,968.75	25/26	79,937.50			910,000
08/01/26			19,293.75			2026	79,262.50	910,000
02/01/27	40,000	3.375%	19,293.75	26/27	78,587.50			870,000
08/01/27			18,618.75			2027	77,912.50	870,000
02/01/28	40,000	3.375%	18,618.75	27/28	77,237.50			830,000
08/01/28			17,943.75			2028	76,562.50	830,000
02/01/29	40,000	4.000%	17,943.75	28/29	75,887.50			790,000
08/01/29			17,143.75			2029	75,087.50	790,000
02/01/30	45,000	4.000%	17,143.75	29/30	79,287.50			745,000
08/01/30			16,243.75			2030	78,387.50	745,000
02/01/31	45,000	4.000%	16,243.75	30/31	77,487.50			700,000
08/01/31			15,343.75			2031	76,587.50	700,000
02/01/32	45,000	4.000%	15,343.75	31/32	75,687.50			655,000
08/01/32			14,443.75			2032	74,787.50	655,000
02/01/33	50,000	4.000%	14,443.75	32/33	78,887.50			605,000
08/01/33			13,443.75			2033	77,887.50	605,000
02/01/34	50,000	4.375%	13,443.75	33/34	76,887.50			555,000
08/01/34			12,350.00			2034	75,793.75	555,000
02/01/35	50,000	4.375%	12,350.00	34/35	74,700.00			505,000
08/01/35			11,256.25			2035	73,606.25	505,000
02/01/36	55,000	4.375%	11,256.25	35/36	77,512.50			450,000
08/01/36			10,053.13			2036	76,309.38	450,000
02/01/37	55,000	4.375%	10,053.13	36/37	75,106.26			395,000
08/01/37			8,850.00			2037	73,903.13	395,000
02/01/38	60,000	4.375%	8,850.00	37/38	77,700.00			335,000
08/01/38			7,537.50			2038	76,387.50	335,000
02/01/39	60,000	4.500%	7,537.50	38/39	75,075.00			275,000
08/01/39			6,187.50			2039	73,725.00	275,000
02/01/40	65,000	4.500%	6,187.50	39/40	77,375.00			210,000
08/01/40			4,725.00			2040	75,912.50	210,000
02/01/41	65,000	4.500%	4,725.00	40/41	74,450.00			145,000
08/01/41			3,262.50			2041	72,987.50	145,000
02/01/42	70,000	4.500%	3,262.50	41/42	76,525.00			75,000
08/01/42			1,687.50			2042	74,950.00	75,000
02/01/43	75,000	4.500%	1,687.50	42/43	78,375.00			0
						2043	76,687.50	
	<u>1,275,000.00</u>		<u>950,931.35</u>		<u>2,225,931.35</u>		<u>2,225,931.35</u>	

*Subject to prior pledges of the entire 1.3 mills to a prior bond issue.

NOTE: Maturities in Term bonds (dates are grouped in bold) are subject to mandatory bond sinking funds.

Lee County School District**Building Fund****Amount of Bond: \$1,275,000****2013-2014 to Present**

<u>Name of Company</u>	<u>Services</u>	<u>Amount Contracted</u>	<u>Amount Paid</u>
Morris Beck Construction	Metal Fascia (Anna Strong Campus)	\$142,755.00	\$126,117.25
Rowan Construction	Entry Doors/Hardware (All Schools)	\$388,675.00	\$0
Fowler, Garey, and Assoc.	Architect	5% of Project	\$55,271.46

Reduction in Force**June, 2014**

The district implemented a Reduction in Force in April, 2014 for a cost-savings of \$702,310.00 (salary + fringes). Eight (8) licensed employees were Rifed. Fifteen (15) non-licensed employees were Rifed. Of the (8) licensed employees that were Rifed, two were principals. We have since replaced one principal (\$40,611.25 salary + fringes) who is being paid partly by ABC funds since she also serves as Preschool Director. Of the (15) non –licensed staff, we have called back (2) in the maintenance department (total of \$74,134.50 salary + fringes) and hired an employee for transportation dept; bus mechanic (\$29,242.50 salary + fringes).

Plan total:	\$702,310.00
½ Time Principal	40,611.00
(2) Maintenance	74,134.50
Transportation	<u>29,242.50</u>
Projected Cost-Savings	\$558,332.00

**Lee County School District
Finance Department: Service Length
2011-2012 to Present**

Coordinators/Consultants

Jeanie Helms **Finance Coordinator** **November, 2008 – October, 2011 (resigned)**
(LCSD Employee)

- Payroll
- Accounts Payable
- Employee Benefits
- State Reporting-Financial
- Financial Budgets

Pamela Payne-Flenory **Finance Coordinator** **October, 2011 –August, 2013 (terminated)**
(LCSD Employee)

- Payroll
- Financial Budget

Judy Clampit **Financial Consultant** **July, 2013 – June, 2014 (nonrenewal)**
(Professional Services Contract)
On site services as needed

- Payroll
- Accounts Payable
- Employee Benefits
- State Reporting-Financial
- Financial Budgets

Jeff Martello **Financial Consultant (ADE)** **October, 2013 - Present**
(Office of Intensive Support)
2-5 days onsite/as needed working with Finance Dept.

- Purchase Orders
- Financial Budget Management
- Assists with various financial operations and technology

Norman Hill **Financial Consultant** **July, 2014 – Present**
(Professional Services Contract)
24 call/ on- site services as needed/working with Finance Dept.

- ACSIP Budget
- Categorical Funding
- Coding/Journal Entries
- Training staff

Angela Moore **Finance Coordinator** **August, 2014-Present**
(LCSD Employee)

- Payroll
- Accounts Payable
- Employee Benefits
- Some HR duties
- State Reporting Financial

Bookkeepers**Zenobia Perry****Bookkeeper****July, 1979 – Sept, 2014 (deceased)**

- *Accounts Payable*
- *Accounts Receivable*
- *Package Receiving and Distribution*
- *Purchase Orders*
- *Assist Financial Coordinator as needed*

Frances Oxner**Bookkeeper****July, 1994 – Present**

- *Employee Attendance*
- *Accounts Receivable*
- *Purchase Orders*
- *Building Rentals*
- *Assist Financial Coordinator as needed*

Valerie Lacey**Bookkeeper****Oct, 2011 – June, 2013 (Reassigned/Resigned)**

- *Accounts Payable*
- *Employee Benefits*

Summary of Fiscal Distress Monthly Financial Report Deadlines

Lee County School District

5e

Fiscal Year 2013-2014			
Month	Date Due	Date Received	Comments
May 2014	Jun 15th	10/24/2014	4 months late
June 2014	Jul 15th	7/23/2014	8 days late

Fiscal Year 2014-2015			
Month	Date Due	Date Received	Comments
July 2014	Aug 15th	10/23/2014	2 months late
August 2014	Sep 15th	10/24/2014	1 month late
September 2014	Oct 15th	10/21/2014	6 days late
October 2014	Nov 15th	11/14/2014	Partial Report Received

Cycle Submissions
Lee County School District

5e

Fiscal Year 2013-2014			
Cycle	Date Due	Date Received	Comments
Cycle 1	9/30/2013	10/1/2013	1 day late
Cycle 2	10/15/2013	10/16/2013	1 day late
Cycle 3	11/15/2013	11/15/2013	
Cycle 4	12/15/2013	12/17/2013	2 days late
Cycle 5	2/15/2014	2/19/2014	4 days late
Cycle 6	4/15/2014	4/15/2014	
Cycle 7	6/15/2014	6/16/2014	1 day late
Cycle 8	7/31/2014	7/29/2014	
Cycle 9	8/31/2014	8/27/2014	

Fiscal Year 2014-2015			
Cycle	Date Due	Date Received	Comments
Cycle 1	9/30/2014	10/1/2014	1 day late
Cycle 2	10/15/2014	10/15/2014	
Cycle 3	11/15/2014	11/14/2014	

SELECTION CRITERIA: genledgr.account matches '047*'

ACCOUNTING PERIOD: 13/14

FUND GROUP - - DISBURSEMENT FUND

ACCOUNT	TITLE	DEBITS	CREDITS
04712	STATE WITHHOLDING PAYABLE	.00	16,362.83
04713	FEDERAL WITHHOLD PAYABLE	.00	31,870.81
04714	FICA PAYABLE	.00	51,634.35
04717	MEDICARE PAYABLE	.00	12,075.84
TOTAL PAYROLL DEDUCTIONS & W/H		.00	111,943.83
04721	MINNESOTA LIFE	.00	1,309.55
TOTAL MINNESOTA LIFE		.00	1,309.55
04725	AR HEALTH INS. PAYABLE	.00	71,791.32
04728	AMERITAS DENTAL	.00	1,687.60
04732	U S ABLE	.00	4,075.42
04737	AFLAC DENTAL INS	.00	996.25
04746	REIMB MEDICAL	.00	1,006.40
04749	BOSTON MUTUAL	.00	1,089.83
TOTAL PAYROLL DEDUCTIONS & W/H		.00	80,646.82
04772	USABLE LIFE	.00	11,357.14
TOTAL USABLE LIFE		.00	11,357.14
TOTAL LIABILITIES		.00	205,257.34
TOTAL REPORT		.00	205,257.34

Balance Sheet

A balance sheet is a formal statement which reflects the financial position of the district. It includes information on assets, liabilities, reserves and fund balance of a fund.

Assets and Other Debits. Includes what is owned and expected to become owned at some future date and other budgeting and offsetting accounts which normally have debit balances.

Liabilities, Reserves, and Fund Balance. Includes liabilities and items that may become liabilities at some future time and budgetary accounts which normally appear only on the interim financial statements.

BOARD HEARING PROCEDURES

**27.00 STATE BOARD HEARING PROCEDURES – VOLUNTARY
CONSOLIDATIONS AND ANNEXATIONS**

- 27.01 All persons wishing to testify before the State Board shall first be placed under oath by the Chairperson of the State Board.
- 27.02 The spokesperson(s) for the petitioning school districts shall have a total of twenty (20) minutes to present the school districts' remarks. The State Board may allow more than twenty (20) minutes if necessary.
- 27.03 The spokesperson(s) for any individual or group of citizens that opposes the petition shall have a total of twenty (20) minutes to present the remarks of the individual or group of citizens. The State Board may allow more than twenty (20) minutes if necessary.
- 27.04 The spokesperson(s) for the petitioning school districts shall have a total of ten (10) minutes to present closing remarks to the State Board. The State Board may allow more than ten (10) minutes if necessary.
- 27.05 The spokesperson(s) for any individual or group of citizens that opposes the petition shall have a total of ten (10) minutes to present closing remarks to the State Board. The State Board may allow more than ten (10) minutes if necessary.
- 27.06 The State Board shall then discuss, deliberate and vote upon the matter of approving or denying the school districts' petition.
- 27.07 If it deems necessary, the State Board may take the matter under advisement and announce its decision at a later date, provided that all discussions, deliberations and votes upon the matter take place in a public hearing.
- 27.08 The State Board shall issue a written order concerning the matter.

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

NOTICE LETTER



ARKANSAS DEPARTMENT OF EDUCATION

Tony Wood
Commissioner

November 7, 2014

State Board
of Education

Sam Ledbetter
Little Rock
Chair

Toyce Newton
Crossett
Vice Chair

Dr. Jay Barth
Little Rock

Joe Black
Newport

Kim Davis
Fayetteville

Alice Mahony
El Dorado

Mireya Reith
Fayetteville

Vicki Saviers
Little Rock

Diane Zook
Melbourne

Mr. William Pittman, Superintendent
Hackett School District
102 North Oak Street
Hackett, AR 72937

Mrs. Teresa Ragsdale, Superintendent
Hartford School District
508 West Main Street
Hartford, AR 72938

**Re: Proposed Voluntary Annexation
Hartford School District and Hackett School District
(Regular Mail and Certified Mail)**

Dear Superintendents:

This letter is to notify you that during its regularly scheduled, December 2014 meeting, the Arkansas State Board of Education (State Board) will consider the voluntary annexation petition filed with the Arkansas Department of Education by the Hartford School District and the Hackett School District.

The State Board will consider this matter on December 11, 2014, beginning at 10:00 a.m., in the Auditorium of the Arkansas Department of Education, Four Capitol Mall, Little Rock, Arkansas. You should plan to be in attendance and be prepared to answer questions that may be posed by the State Board. Any written materials you choose to submit should be provided to Jeremy Lasiter, Arkansas Department of Education General Counsel, **no later than noon on November 26, 2014.** You may reach Mr. Lasiter at (501) 682-4227 or at jeremy.lasiter@arkansas.gov.

The State Board will consider this matter pursuant to the legal authority and jurisdiction vested in it by Ark. Code Ann. §§ 6-11-105, 6-13-1401 et seq., and the Arkansas Department of Education Rules Governing the Consolidation and Annexation of School Districts (Rules). You may find an electronic copy of the Rules here:

<http://www.arkansased.org/divisions/legal/rules/current>

You may find the State Board's hearing procedures beginning on page 31 of the Rules, in Section 27.00. Thank you for your attention to this very important matter.

Sincerely,

Tony Wood
Commissioner of Education

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

cc: *VIA U.S. MAIL*

Arkansas State Board of Education

Mr. John Ciesla, Superintendent, Greenwood School District

Mr. Robert Ross, Superintendent, Mansfield School District

Mr. Gary Wayman, Superintendent, Waldron School District

Mr. Scott Richardson, Senior Assistant Attorney General

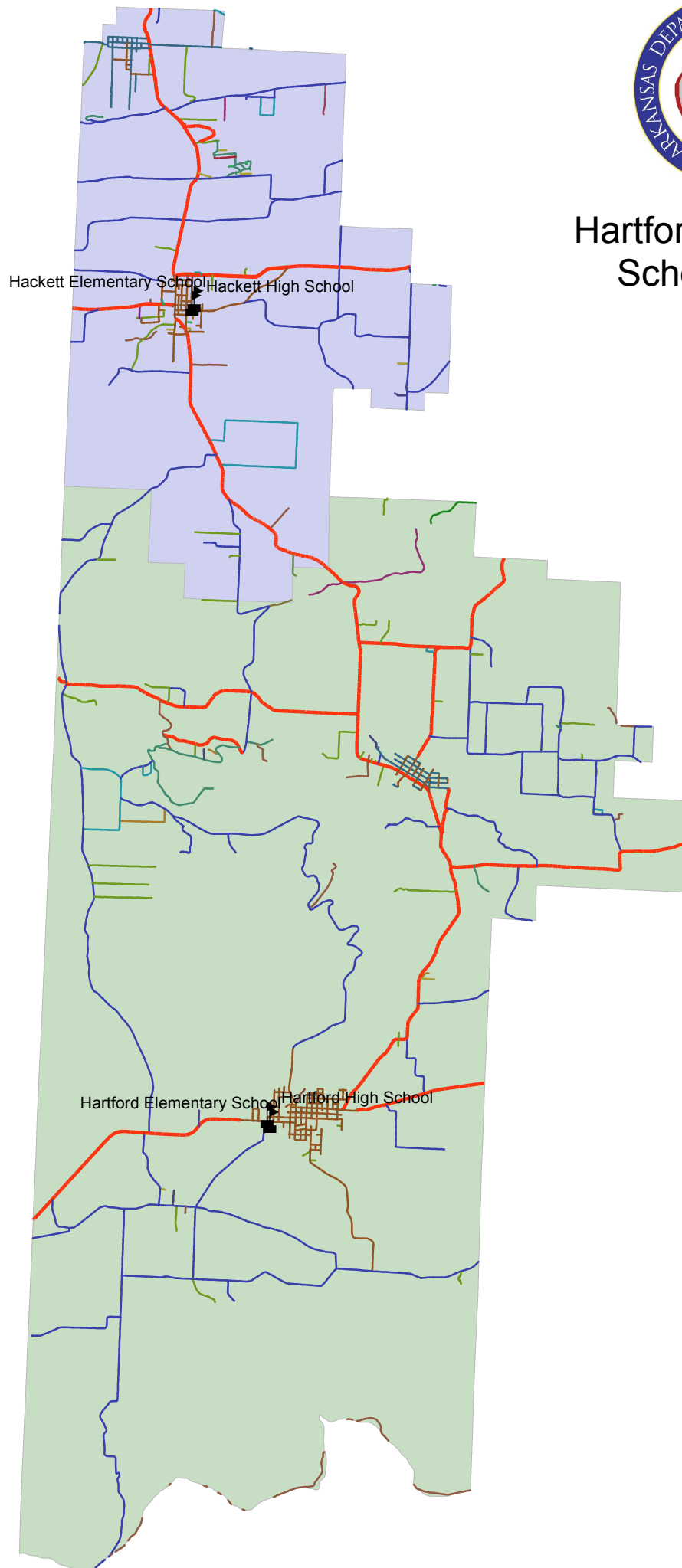
Mr. Tripp Walter, Arkansas Public School Resource Center

Mr. Jeremy Lasiter, ADE General Counsel

MAPS

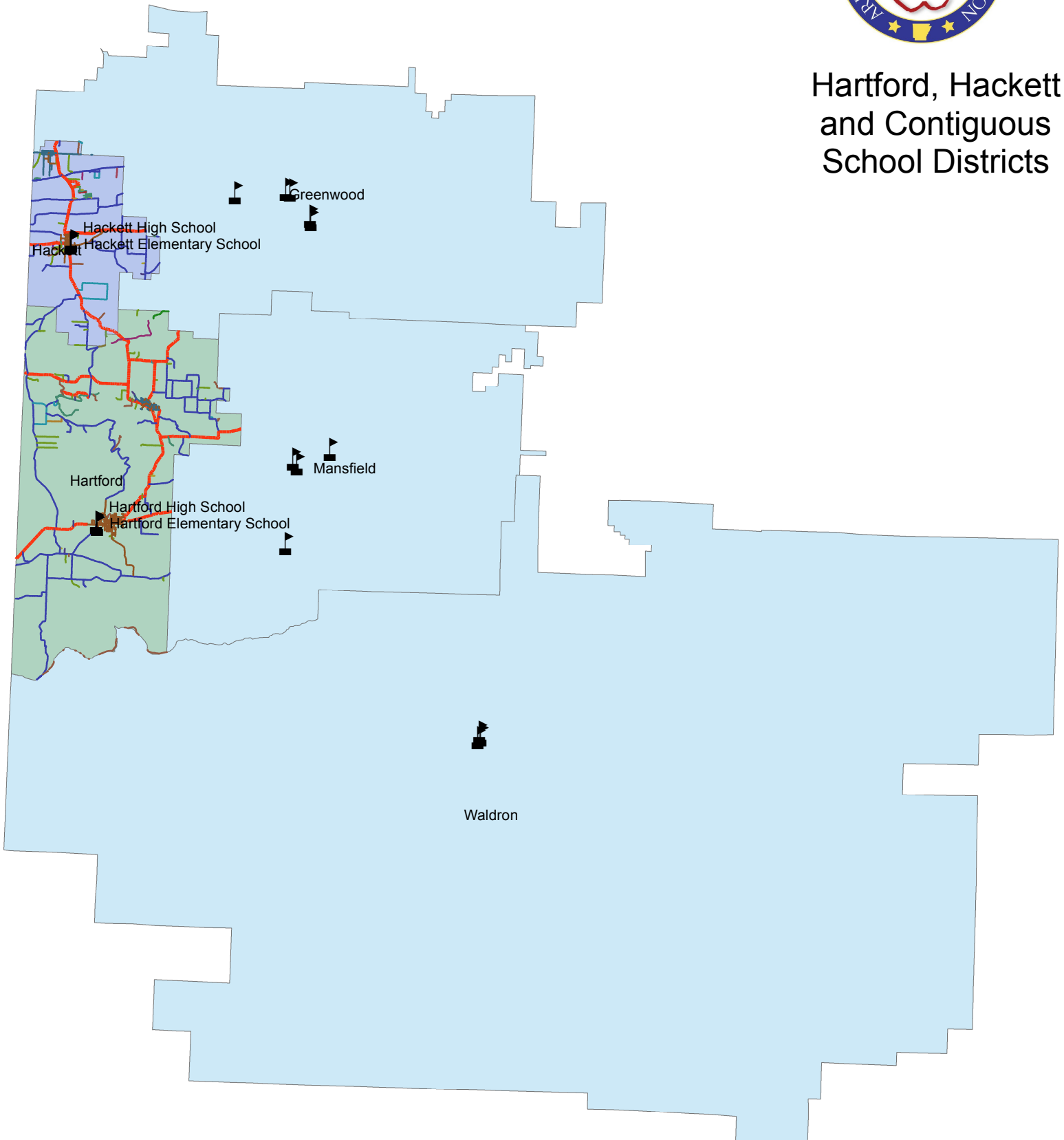


Hartford and Hackett School Districts



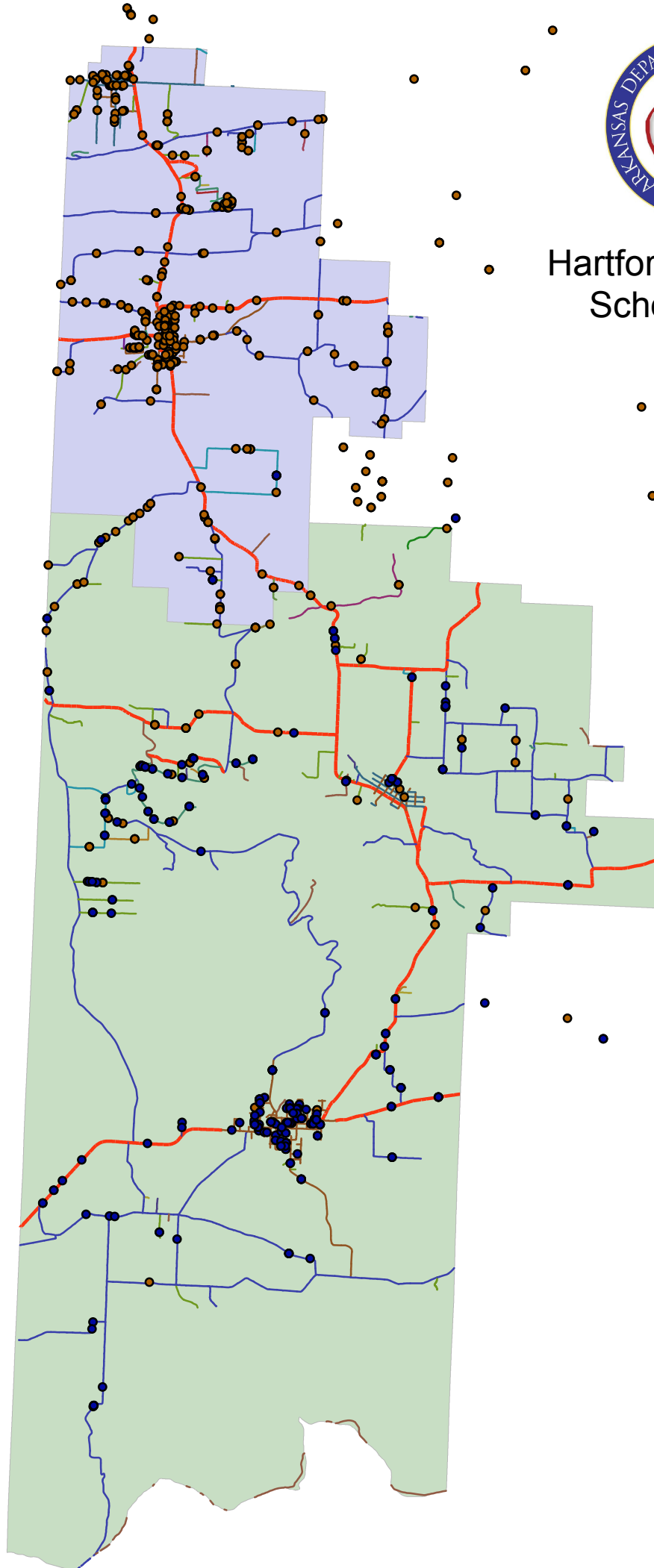


Hartford, Hackett and Contiguous School Districts





Hartford and Hackett School Districts



DISTRICT SUBMISSIONS

Via Hand Delivery

November 6, 2014

Mr. Jeremy C. Lasiter
General Counsel
Arkansas Department of Education
4 Capitol Mall, Room 404-A
Little Rock, AR 72201-1019

RE: Petition for the Voluntary Annexation of the Hartford School District Into the Hackett School District

Dear Mr. Lasiter:

On behalf of the Board of Directors of the Hackett and Hartford School Districts, we are submitting to you a Petition for Annexation requesting the State Board of Education to annex the Hartford School District into the Hackett School District effective July 1, 2015. The new district will be called the Hackett School District. The Petition and accompanying Annexation Agreement have been fully approved by both the Hackett and Hartford School District Boards of Directors.

We can advise you and the State Board of Education that both the Hartford and Hackett School Districts are in support of this requested annexation, and have invested much time and effort to ensure that this annexation will be of benefit to all of the students of the new Hackett School District.

The Hartford and Hackett School Districts look forward to formally presenting our Petition to the State Board of Education at its December meeting.

**RECEIVED
ATTORNEY'S OFFICE**

NOV 06 2014

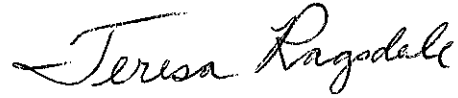
**DEPARTMENT OF EDUCATION
GENERAL DIVISION**

Please contact us at 479-638-8822 (Mr. William Pittman, Hackett Superintendent), or 479-639-5002 (Ms. Teresa Ragsdale, Hartford Superintendent) if we may be of assistance.

Sincerely,

A handwritten signature in black ink, appearing to read "William Pittman". The signature is fluid and cursive, with a long horizontal stroke at the end.

William Pittman
Superintendent
Hackett School District

A handwritten signature in black ink, appearing to read "Teresa Ragsdale". The signature is cursive and elegant, with a prominent initial "T".

Teresa Ragsdale
Superintendent
Hartford School District

Attachments

cc: Hackett Board of Directors
Hartford Board of Directors

BEFORE THE ARKANSAS STATE BOARD OF EDUCATION

IN THE MATTER OF THE ANNEXATION OF THE HARTFORD SCHOOL DISTRICT OF
SEBASTIAN COUNTY INTO THE HACKETT SCHOOL DISTRICT OF
SEBASTIAN COUNTY

PETITION FOR ANNEXATION

COMES NOW the Hackett School District (Hackett) of Sebastian County and the Hartford School District (Hartford) of Sebastian County (Petitioners) acting by and through their respective Superintendents duly authorized, pursuant to Ark. Code Ann. § 6-13-1401 et seq., and petition the Arkansas State Board of Education (Board) to approve the annexation of the petitioning affected Hartford School District into the petitioning receiving Hackett School District, and hereby would submit to the Board as follows:

1. Pursuant to Ark. Code Ann. § 6-13-1401 et seq., the Petitioners hereby submit and incorporate in this petition as Exhibit A attached hereto, proof of legally binding local board resolutions approving this petition for annexation of the Hartford School District into the receiving Hackett School District as approved by a majority of the quorum present of the local boards of education of the respective Petitioners pursuant to the terms and conditions contained in the approved Voluntary Annexation Agreement required by Ark. Code Ann. § 6-13-1416 and attached hereto as Exhibit B.

2. The Petitioners hereby submit and incorporate in this petition as Exhibit C attached hereto, proof of public notice of intent to petition this Board to annex the Hartford School District into the receiving Hackett School District. The public notice of intent to annex

was published in the local newspaper(s) of general circulation of the affected and receiving districts for a time period of no less than once a week for two (2) consecutive weeks prior to the filing of this petition with the Board.

3. Pursuant to Ark. Code Ann. §6-13-1401 et seq., the Petitioners hereby agree that the permanent Board of Directors of the resulting school district, to be named the Hackett School District (HSD), shall be the five (5) members of the current Board of Directors of the Hackett School District. There shall be no interim school board. The Board of Directors positions shall continue to be elected at large.

4. The Petitioners submit that their respective school districts are geographically contiguous.

5. The Petitioners submit that they hereby request through the State Board, an Attorney General Opinion declaring whether the petitioned annexation will or will not hamper, delay or in any manner negatively affect the desegregation of another school district or districts in this state. Upon receipt, the resulting opinion shall be incorporated herein and attached hereto as Exhibit D.

6. Pursuant to Ark. Code Ann. § 6-13-1401 et seq., the Petitioners hereby submit and declare that the effective date of this petitioned annexation shall be July 1, 2015, and that there shall be only one local school board and the current one local superintendent of the receiving Hackett School District, Mr. William Pittman, shall be superintendent of the new Hackett School District.

7. The Petitioners hereby submit an affidavit of facts by the superintendent of the affected school district(s), which is incorporated as Exhibit E, concerning the relevant status of

any federal court-ordered supervision or jurisdiction of desegregation cases involving the affected districts.

WHEREFORE, Petitioners request that the Board approve the annexation of the Hartford School District of Sebastian County into the receiving Hackett School District of Sebastian County, to create the new Hackett School District of Sebastian County; that it issue an Order dissolving the affected school districts and establishing the new Hackett School District; that it issue an Order establishing the boundary lines of the receiving school district and prepare a map of the resulting Hackett School District; and that it file its Order and map with the County Clerk of Sebastian County, and the Arkansas Geographic Information Office.

Respectfully submitted,

Hartford School District

By: _____
Superintendent Date

President, School Board Date

Hackett School District

By: William Pittman 9-8-14
Superintendent Date

Janice Terrell 9-8-14
President, School Board Date

Exhibit A

School Board Resolution

COMES NOW the Hackett School District Board acting by and through its
Superintendent duly authorized and do herein declare:

A special or regular school board meeting was held on 9-8-14,
2014, wherein a quorum was present and a majority of the quorum voted to approve the
annexation of the Hartford School District into the Hackett School District, and the minutes of
said meeting reflect such. Therefore, this document is to serve as the formal resolution of the
Hackett School District Board of Directors, pursuant to Arkansas law, that said annexation is
hereby approved.

Hackett School District

of Sebastian County

By: William Pittman 9-8-14
Superintendent Date
Jacqui Ten 9-8-14
President, School Board Date

EXHIBIT B

AGREEMENT FOR AN VOLUNTARY ANNEXATION OF THE HARTFORD SCHOOL DISTRICT INTO THE HACKETT SCHOOL DISTRICT

WHEREAS, the Hartford School District (Hartford) of Sebastian County, and the Hackett School District (Hackett), of Sebastian County (Hartford and Hackett are the "Schools"), and both Hartford and Hackett are desirous of petitioning the Arkansas State Board of Education to cause Hartford to be annexed into Hackett, to create the new Hackett School District (HSD), pursuant to Ark. Code Ann § 6-13-1401 *et. seq.*; and

WHEREAS, both Hartford and Hackett agree that it would be in the Schools' mutual best interest and the mutual best interests of the Schools' patrons for the Schools to enter into this Voluntary Annexation Agreement (Agreement), and also to comply with the requirements of Ark. Code Ann. §6-13-1416; and

WHEREAS, the purpose of this Agreement is to set forth the terms and conditions of the proposed voluntary annexation so that the annexation may be accomplished in the best interest of the Schools;

NOW THEREFORE, in consideration of their mutual promises and agreements, Hartford and Hackett agree as follows:

1. Effective date. If approved by the Arkansas State Board of Education (SBE), the effective date of the voluntary annexation shall be July 1, 2015.
2. Names. Hackett is willing to approve an annexation of Hartford under the following terms of agreement. The resulting school district shall be known as the Hackett School District (HSD). Subject to the approval of the SBE, the Hackett campus shall be known as the Hackett Campus and the Hartford Campus shall continue to be so referenced after the annexation. Each of the current campuses within the new HSD shall continue to keep their same mascots. However, the Hartford School Campus shall continue to be known as the Hartford School Campus and any sports teams or other representatives from the Hartford Campus playing on a Hartford school team in an Arkansas Activities Association event shall be known as the "Hartford Hustlers" until such time as the Hartford School Campus is no longer in operation or no teams represent the Hartford School Campus.
3. Board of Directors. Following approval of the proposed annexation by the SBE, pursuant to Ark. Code Ann. §6-13-1416(d)(3), the HSD will not need to utilize an interim Board of Directors, and the permanent Board of Directors will be composed of the existing five (5) member school board of the current Hackett School District.
4. Superintendent. Mr. William Pittman of the Hackett School District shall remain under contract as superintendent of the Hackett School District, under the terms and conditions of his current contract.

5. School Employees Employment. After evaluating the needs of the district during the 2015-2016 school year, all staff of the former Hartford School District shall be reviewed for continued employment needs and shall remain subject to reassignment of duties, non-renewal or termination of contract provisions as allowed by law and policies of the HSD.

6. School Facilities. Both Hartford and Hackett agree that HSD will allow the Hartford School campus to continue to operate both an elementary and high school system in the HSD as long as deemed economically and educationally feasible and beneficial to the HSD as a whole as determined by the school board of directors of the HSD on a periodic review ; and there shall be no specific test or determination or binding obligation on any future school board concerning the decision to open or close any of the schools in the district, including a school on the current Hartford School Campus.

7. Millage Rates. The millage rates of the current Hartford School District and the current Hackett School shall remain unchanged and shall be effective within their respective portions of the new HSD, unless and until the issue of unification of the millage rates is placed on the ballot for an annual school election.

8. Board Elections. As stated in Section 3., a five (5) member Board of Directors, comprised of all five (5) members of the current Hackett School Board, shall serve as the permanent Board of Directors of the new HSD. There shall be no interim Board of Directors.

9. Petition. If the proposed merger of annexation is approved, the attached petition of annexation shall be approved by both the Hartford School Board and Hackett School Board - and submitted to the State Board of Education no later than January 2015.

10. School Choice/Student Transfer. It is the intent of this Agreement that all students eligible for school choice under applicable law may exercise school choice option.

11. Entire Agreement. This Agreement along with the Petition for Annexation and its Exhibits represents the entire proposal of annexation and no other terms or conditions or a proposed merger are contemplated or approved by the Hackett at this time. This action is necessary to protect the integrity of the new HSD with two (2) potential separate school systems and thus seek to avoid, as much as possible, fiscal distress, academic distress, facilities distress and violations of Arkansas Standards for Accreditation or other state or federal accountability laws, and maintain a standard of education and accountability desired by the new HSD.

12. Counterparts. This Agreement may be executed simultaneously in two or more counterparts, each of which shall be deemed an original, but all of which together shall constitute one and the same instrument.

13. Applicable law. The annexation shall be effective in accordance with the laws of the state of Arkansas and the rules of the Arkansas State Board of Education.

8th IN WITNESS WHEREOF, the undersigned parties have executed this Agreement on the
day of SEPT., 2014.

HARTFORD SCHOOL DISTRICT OF SEBASTIAN COUNTY, ARKANSAS

By:
President, Board of Directors

By:
Secretary, Board of Directors

HACKETT SCHOOL DISTRICT OF SEBASTIAN COUNTY, ARKANSAS

By: 
President, Board of Directors

By: 
Secretary, Board of Directors

Exhibit C

PROOF OF PUB
STATE OF ARK
COUNTY OF SE

I Radonna Taylor
Times Record, a
less than four pag
fixed daily interv
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contains, that at le
subscription to the
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forty percent new
Franklin, Johnson
I further certify th

RE

NOTICE OF INTENT TO ANNEX

The Hackett School District of Sebastian County hereby provides lawful notice of the intent to file a petition with the Arkansas State Board of Education requesting approval to annex the Hartford School District into the receiving Hackett School District.

On September 8, 2014, the Hackett School Board met and approved the petition and on September 8, 2014, the Hartford School Board met and approved the petition and both districts are hereby giving notice to the public of the districts' intent to annex into one school district.

The Superintendent of each school district has been granted the authority to petition the State Board of Education for annexation. Said petition shall be filed with the State Board of Education at least 30 days prior to the meeting when the petition will be presented for the consideration of the State Board of Education.

ORDER 317763
COST 384.00

Was published in the regular daily issue of said newspaper for consecutive insertions as follows:

First Run: 10-2-14
Second Run: 10-9-14
Third Run:
Fourth Run:

Radonna Taylor
(Signature)

Sworn before me on the 9 day of Oct 2014

My Commission expires 1-11-2023

Johnnie L Swaim
Notary Public

JOHNNIE L SWAIM
Sebastian County
Commission Number 12391360
Notary Public - Arkansas
My Commission Expires January 11, 2023



Production Work Order

Ad Order Number
0000317763

Advertiser Account
40496

Pavor Account
40496

Order Source

Sales Rep.
pwhite

Advertiser Name/Address
HACKETT PUBLIC SCHOOLS

Pavor Name/Address
HACKETT PUBLIC SCHOOLS

Order Status
Live

Order Taker
pwhite

102 N OAK
HACKETT AR 72937 USA

102 N OAK
HACKETT AR 72937 USA

Proofs
0

Placed By
Bill Pittam

Advertiser Phone
(479) 638-8210

Pavor Phone
(479) 638-8210

Tear Sheets
0

Advertiser Fax

Pavor Fax

Advertiser Email

Pavor Email

Order Invoice Text

Ad Order Notes

Ad Number
0000317763-01

Ad Type
S-BRD 6C-22i

External Ad Number

Production Method
New Build

Pickup

Comments for Production

Ad Size
3 X 4.00

Color

Product
FS-Times Record
FS-Times Record

Placement
Main
Main

Run Date
10/02/2014
10/09/2014

Schedule Invoice Text

Sort Text
PUBLIC NOTICE OF INTENT TO ANNEX
PUBLIC NOTICE OF INTENT TO ANNEX

**** Remember that LATE Ads must be approved by your manager! ****

FOR PRODUCTION DEPT. USE ONLY

Created By: _____
Corrected By: _____
Exported By: _____
Copy Input By: _____

Sales Assistant Check List

_____ Ad Note
_____ Layout
_____ Spelling
_____ Dates/Address/Phone #'s
_____ Overall Instructions Completed
_____ Ad Saved In Correct Folder
_____ Initials

NOTICE OF INTENT TO ANNEX

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The Superintendent of each school district has been granted the authority to petition the State Board of Education for annexation. Said petition shall be filed with the State Board of Education at least 30 days prior to the meeting when the petition will be presented for the consideration of the State Board of Education.



Order Confirmation

<u>Ad Order Number</u> 0000317763	<u>Customer</u> HACKETT PUBLIC SCHOOLS	<u>Payor Customer</u> HACKETT PUBLIC SCHOOLS	<u>PO Number</u>
<u>Sales Rep.</u> pwhite	<u>Customer Account</u> 40496	<u>Payor Account</u> 40496	<u>Ordered By</u> Bill Pittam
<u>Order Taker</u> pwhite	<u>Customer Address</u> 102 N OAK HACKETT AR 72937 USA	<u>Payor Address</u> 102 N OAK HACKETT AR 72937 USA	<u>Customer Fax</u>
<u>Order Source</u>	<u>Customer Phone</u> (479) 638-8210	<u>Payor Phone</u> (479) 638-8210	<u>Customer EMail</u>
			<u>Special Pricing</u>

<u>Tear Sheets</u>	<u>Proofs</u>	<u>Affidavits</u>	<u>Blind Box</u>	<u>Promo Type</u>	<u>Materials</u>		
0	0	0					
<u>Invoice Text</u>							
<u>First / Last runDates</u>	<u>Net Amount</u>	<u>Tax Amount</u>	<u>Total Amount</u>	<u>Payment Method</u>	<u>Payment Amount</u>	<u>Amount Due</u>	
10 / 02 / 14 10 / 09 / 14	384.00	.00	384.00	Credit Card	.00	.00	

NOTICE OF INTENT TO ANNEX

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The Superintendent of each school district has been granted the authority to petition the State Board of Education for annexation. Said petition shall be filed with the State Board of Education at least 30 days prior to the meeting when the petition will be presented for the consideration of the State Board of Education.

9/23/14
make border
BOLDED

② 9/23
10a

Exhibit E

Affidavit Concerning Desegregation Orders

COMES NOW the Hackett School District, acting by and through its Superintendent, and hereby states and represents to the State Board of Education that, to the best of my knowledge, the Hackett School District currently is is not (circle one) involved in desegregation litigation in a United States Federal Court or is is not (circle one) under the continuing jurisdiction of a United States Federal Court Order regarding desegregation of a public school or schools (see "*" at bottom of affidavit).

FURTHER the affiant sayeth not.

IN WITNESS WHEREOF, I hereunto set my hand this 8TH day of SEPT., 2014.

County of Sebastian
State of Arkansas

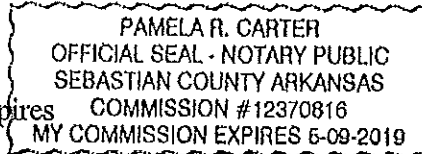
William Pittman
Superintendent

2014.

Sworn and subscribed before me, Notary Public, this

8th day of Sept,
Pamela R. Carter
Notary Public

My Commission expires



5/9/19

* = If you answered, "is involved in desegregation litigation, etc." above, please attach a copy of any applicable Court orders or other relevant documentation.



Ad Number 0000317763-01 **Ad Type** S-BRD 6C-22i **Production Method** New Build **Production Notes**

External Ad Number **Ad Attributes** **Ad Released** No **Pick Up**

Ad Size 3 X 4.00 **Color**

Ad Content

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Product FS-Times Record **Placement** Main **Position** Page 3 Main

BEFORE THE ARKANSAS STATE BOARD OF EDUCATION

IN THE MATTER OF THE ANNEXATION OF THE HARTFORD SCHOOL DISTRICT OF
SEBASTIAN COUNTY INTO THE HACKETT SCHOOL DISTRICT OF
SEBASTIAN COUNTY

PETITION FOR ANNEXATION

COMES NOW the Hackett School District (Hackett) of Sebastian County and the Hartford School District (Hartford) of Sebastian County (Petitioners) acting by and through their respective Superintendents duly authorized, pursuant to Ark. Code Ann. § 6-13-1401 et seq., and petition the Arkansas State Board of Education (Board) to approve the annexation of the petitioning affected Hartford School District into the petitioning receiving Hackett School District, and hereby would submit to the Board as follows:

1. Pursuant to Ark. Code Ann. § 6-13-1401 et seq., the Petitioners hereby submit and incorporate in this petition as Exhibit A attached hereto, proof of legally binding local board resolutions approving this petition for annexation of the Hartford School District into the receiving Hackett School District as approved by a majority of the quorum present of the local boards of education of the respective Petitioners pursuant to the terms and conditions contained in the approved Voluntary Annexation Agreement required by Ark. Code Ann. § 6-13-1416 and attached hereto as Exhibit B.

2. The Petitioners hereby submit and incorporate in this petition as Exhibit C attached hereto, proof of public notice of intent to petition this Board to annex the Hartford School District into the receiving Hackett School District. The public notice of intent to annex was published in the local newspaper(s) of general circulation of the affected and receiving

districts for a time period of no less than once a week for two (2) consecutive weeks prior to the filing of this petition with the Board.

3. Pursuant to Ark. Code Ann. §6-13-1401 et seq., the Petitioners hereby agree that the permanent Board of Directors of the resulting school district, to be named the Hackett School District (HSD), shall be the five (5) members of the current Board of Directors of the Hackett School District. There shall be no interim school board. The Board of Directors positions shall continue to be elected at large.

4. The Petitioners submit that their respective school districts are geographically contiguous.

5. The Petitioners submit that they hereby request through the State Board, an Attorney General Opinion declaring whether the petitioned annexation will or will not hamper, delay or in any manner negatively affect the desegregation of another school district or districts in this state. Upon receipt, the resulting opinion shall be incorporated herein and attached hereto as Exhibit D.

6. Pursuant to Ark. Code Ann. § 6-13-1401 et seq., the Petitioners hereby submit and declare that the effective date of this petitioned annexation shall be July 1, 2015, and that there shall be only one local school board and the current one local superintendent of the receiving Hackett School District, Mr. William Pittman, shall be superintendent of the new Hackett School District.

7. The Petitioners hereby submit an affidavit of facts by the superintendent of the affected school district(s), which is incorporated as Exhibit E, concerning the relevant status of

any federal court-ordered supervision or jurisdiction of desegregation cases involving the affected districts.

WHEREFORE, Petitioners request that the Board approve the annexation of the Hartford School District of Sebastian County into the receiving Hackett School District of Sebastian County, to create the new Hackett School District of Sebastian County; that it issue an Order dissolving the affected school districts and establishing the new Hackett School District; that it issue an Order establishing the boundary lines of the receiving school district and prepare a map of the resulting Hackett School District; and that it file its Order and map with the County Clerk of Sebastian County, and the Arkansas Geographic Information Office.

Respectfully submitted,

Hartford School District

Hackett School District

By: <u>Teresa Ragdale</u> <u>09-08-14</u>	By: _____
Superintendent Date	Superintendent Date
<u>Eric Lanman</u>	_____
President, School Board Date	President, School Board Date

Exhibit A

School Board Resolution

COMES NOW the Hartford School District Board acting by and through its
Superintendent duly authorized and do herein declare:

A special or regular school board meeting was held on September 8,
2014, wherein a quorum was present and a majority of the quorum voted to approve the
annexation of the Hartford School District into the Hackett School District, and the minutes of
said meeting reflect such. Therefore, this document is to serve as the formal resolution of the
Hartford School District Board of Directors, pursuant to Arkansas law, that said annexation is
hereby approved.

Hartford School District

of Sebastian County

By: Teresa Ragsdal 09-08-14
Superintendent Date
Eric Lannan 09-08-14
President, School Board Date

EXHIBIT B

AGREEMENT FOR AN VOLUNTARY ANNEXATION OF THE HARTFORD SCHOOL DISTRICT INTO THE HACKETT SCHOOL DISTRICT

WHEREAS, the Hartford School District (Hartford) of Sebastian County, and the Hackett School District (Hackett), of Sebastian County (Hartford and Hackett are the "Schools"), and both Hartford and Hackett are desirous of petitioning the Arkansas State Board of Education to cause Hartford to be annexed into Hackett, to create the new Hackett School District (HSD), pursuant to Ark. Code Ann § 6-13-1401 *et. seq.*; and

WHEREAS, both Hartford and Hackett agree that it would be in the Schools' mutual best interest and the mutual best interests of the Schools' patrons for the Schools to enter into this Voluntary Annexation Agreement (Agreement), and also to comply with the requirements of Ark. Code Ann. §6-13-1416; and

WHEREAS, the purpose of this Agreement is to set forth the terms and conditions of the proposed voluntary annexation so that the annexation may be accomplished in the best interest of the Schools;

NOW THEREFORE, in consideration of their mutual promises and agreements, Hartford and Hackett agree as follows:

1. Effective date. If approved by the Arkansas State Board of Education (SBE), the effective date of the voluntary annexation shall be July 1, 2015.
2. Names. Hackett is willing to approve an annexation of Hartford under the following terms of agreement. The resulting school district shall be known as the Hackett School District (HSD). Subject to the approval of the SBE, the Hackett campus shall be known as the Hackett Campus and the Hartford Campus shall continue to be so referenced after the annexation. Each of the current campuses within the new HSD shall continue to keep their same mascots. However, the Hartford School Campus shall continue to be known as the Hartford School Campus and any sports teams or other representatives from the Hartford Campus playing on a Hartford school team in an Arkansas Activities Association event shall be known as the "Hartford Hustlers" until such time as the Hartford School Campus is no longer in operation or no teams represent the Hartford School Campus.
3. Board of Directors. Following approval of the proposed annexation by the SBE, pursuant to Ark. Code Ann. §6-13-1416(d)(3), the HSD will not need to utilize an interim Board of Directors, and the permanent Board of Directors will be composed of the existing five (5) member school board of the current Hackett School District.
4. Superintendent. Mr. William Pittman of the Hackett School District shall remain under contract as superintendent of the Hackett School District, under the terms and conditions of his current contract.

5. School Employees Employment. After evaluating the needs of the district during the 2015-2016 school year, all staff of the former Hartford School District shall be reviewed for continued employment needs and shall remain subject to reassignment of duties, non-renewal or termination of contract provisions as allowed by law and policies of the HSD.

6. School Facilities. Both Hartford and Hackett agree that HSD will allow the Hartford School campus to continue to operate both an elementary and high school system in the HSD as long as deemed economically and educationally feasible and beneficial to the HSD as a whole as determined by the school board of directors of the HSD on a periodic review ; and there shall be no specific test or determination or binding obligation on any future school board concerning the decision to open or close any of the schools in the district, including a school on the current Hartford School Campus.

7. Millage Rates. The millage rates of the current Hartford School District and the current Hackett School shall remain unchanged and shall be effective within their respective portions of the new HSD, unless and until the issue of unification of the millage rates is placed on the ballot for an annual school election.

8. Board Elections. As stated in Section 3., a five (5) member Board of Directors, comprised of all five (5) members of the current Hackett School Board, shall serve as the permanent Board of Directors of the new HSD. There shall be no interim Board of Directors.

9. Petition. If the proposed merger of annexation is approved, the attached petition of annexation shall be approved by both the Hartford School Board and Hackett School Board and submitted to the State Board of Education no later than January 2015.

10. School Choice/Student Transfer. It is the intent of this Agreement that all students eligible for school choice under applicable law may exercise school choice option.

11. Entire Agreement. This Agreement along with the Petition for Annexation and its Exhibits represents the entire proposal of annexation and no other terms or conditions or a proposed merger are contemplated or approved by the Hackett at this time. This action is necessary to protect the integrity of the new HSD with two (2) potential separate school systems and thus seek to avoid, as much as possible, fiscal distress, academic distress, facilities distress and violations of Arkansas Standards for Accreditation or other state or federal accountability laws, and maintain a standard of education and accountability desired by the new HSD.

12. Counterparts. This Agreement may be executed simultaneously in two or more counterparts, each of which shall be deemed an original, but all of which together shall constitute one and the same instrument.

13. Applicable law. The annexation shall be effective in accordance with the laws of the state of Arkansas and the rules of the Arkansas State Board of Education.

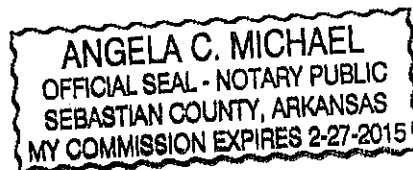
IN WITNESS WHEREOF, the undersigned parties have executed this Agreement on the
8 day of September, 2014.

HARTFORD SCHOOL DISTRICT OF SEBASTIAN COUNTY, ARKANSAS

By: Eri Lenman
President, Board of Directors

By: Sharon Hyde
Secretary, Board of Directors

Angela C. Michael, Notary Public



HACKETT SCHOOL DISTRICT OF SEBASTIAN COUNTY, ARKANSAS

By: _____
President, Board of Directors

By: _____
Secretary, Board of Directors

Exhibit C

PUBLISHER'S AFFIDAVIT

Mena Newspapers Inc.
PO Box 1307
Mena, AR 71953
479-394-1900

Proof of Publication

I, Clark Smith, Publisher of the Mansfield Citizen, a newspaper of general circulation, published weekly at Mena, Arkansas, solemnly swear that the notice herewith attached is a true copy and was published in the regular and entire issue of said newspaper for TWO (2) consecutive weeks, commencing with the issue dated October 1, 2014, and ending with the issue dated October 8, 2014.

Publisher Clark Smith

Subscribed and sworn to before me this 8th day of October 2014

Notary Public

My Commission expires August 7, 2024

Jessica Laws

Inches 118.88 # Words 146

61023 Amount Due

61023 Ad Number

JESSICA LAWS
NOTARY PUBLIC-STATE OF ARKANSAS
POLK COUNTY
My Commission Expires 08-07-2024
Commission # 12400210

NOTICE OF INTENT TO ANNEX

The Hartford School District of Sebastian County hereby provides lawful notice of the intent to file a petition with the Arkansas State Board of Education requesting approval to annex the Hartford School District into the receiving Hackett School District.

On September 8, 2014, the Hartford School Board met and approved the petition and on September 8, 2014, the Hackett School Board met and approved the petition and both districts are hereby giving notice to the public of the districts' intent to annex into one school district.

The Superintendent of each school district has been granted the authority to petition the State Board of Education for annexation. Said petition shall be filed with the State Board of Education at least 30 days prior to the meeting when the petition will be presented for the consideration of the State Board of Education.

Published in MG on 10-1-14
& 10-8-14 #61023

Exhibit E

Affidavit Concerning Desegregation Orders

COMES NOW the Hartford School District, acting by and through its Superintendent, and hereby states and represents to the State Board of Education that, to the best of my knowledge, the Hartford School District currently is/~~is not~~ (circle one) involved in desegregation litigation in a United States Federal Court or is/is not (circle one) under the continuing jurisdiction of a United States Federal Court Order regarding desegregation of a public school or schools (see "*" at bottom of affidavit).

FURTHER the affiant sayeth not.

IN WITNESS WHEREOF, I hereunto set my hand this 8 day of September, 2014.

Teresa Ragdale
Superintendent

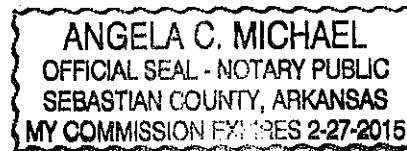
County of Sebastian
State of Arkansas

Sworn and subscribed before me, Notary Public, this 8 day of Sept., 2014.

Angela C. Michael
Notary Public

My Commission expires

2-27-2015



* = If you answered, "is involved in desegregation litigation, etc." above, please attach a copy of any applicable Court orders or other relevant documentation.

RESOLUTION 090814B

RESOLUTION OF THE HARTFORD SCHOOL DISTRICT BOARD OF DIRECTORS

Whereas, the Hartford School District Board of Directors met in regular, open, and properly called meeting on September 8, 2014 at 7:00 p.m.

Whereas, 5 members were present, a quorum was declared by the chair.

Whereas, the Hartford Board recognizes the need to grant authority to the Superintendent, Teresa Ragsdale, in order to file the petition for annexation by Hackett School District to the Arkansas State Board of Education.

Now therefore, this Board upon due consideration and deliberation hereby approves and adopts this resolution for use in the Hartford School District to be enacted as of this date.

President Eric Larman

Vice-President Chris

Secretary Sharon Hyde

Member Marty Blanchard

Member Valerie Walker

Date 09/08/14

FINANCIAL INFORMATION

Arkansas Department of Education
Fund Balance Data

	6604000 - HARTFORD SCHOOL DISTRICT							6603000 - HACKETT SCHOOL DISTRICT					
	09-10	10-11	11-12	12-13	13-14*			09-10	10-11	11-12	12-13	13-14*	
ADM (3 Qtr)	356.47	338.70	386.28	350.07	326.15		636.20	619.52	624.64	627.72	602.97		
Total Assessment	28,540,405	27,920,036	24,743,309	29,198,484	28,152,739		27,369,861	29,385,407	30,872,245	35,212,633	34,923,558		
Total Expenditures	\$ 3,716,209	\$ 3,868,745	\$ 5,355,491	\$ 3,620,753	\$ 3,547,857		\$ 6,525,309	\$ 6,027,749	\$ 5,686,482	\$ 5,483,996	\$ 6,221,781		
Per Pupil Expenditures	\$ 10,174	\$ 11,079	\$ 9,525	\$ 9,808	\$ 10,405		\$ 7,831	\$ 8,364	\$ 8,457	\$ 8,298	\$ 8,501		
Total Mills	39.30	39.30	39.30	39.30	39.30		38.00	38.00	38.00	38.00	38.00		
Total Debt	\$ 1,192,042	\$ 1,288,104	\$ 1,254,483	\$ 1,220,862	\$ 1,182,242		\$ 3,310,000	\$ 3,265,000	\$ 3,165,000	\$ 3,234,897	\$ 3,031,381		
Non-Federal Certified FTEs	33.57	25.52	36.97	33.07	33.32		51.22	51.38	52.00	51.98	51.70		
Avg Teacher Salary (Non-Federal Certified FTEs)	\$ 40,115	\$ 56,961	\$ 38,358	\$ 39,066	\$ 38,795		\$ 44,467	\$ 45,369	\$ 45,577	\$ 45,990	\$ 47,104		
Mileage From This District To:	Hackett SD: 15.2 miles						Hartford SD: 15.2 miles						
* prior to ASR publication													

ADM figures represent actual fiscal year three-quarter average daily membership.
Total Debt includes bonded and non-bonded debt filed with ADE.

Data Sources:
Annual Statistical Reports - Total Assessment, Total Expenditures, Per Pupil Expenditures, Total Mills, Total Debt, Non-Federal Certified FTEs, Avg Teacher Salary
State Aid Notices - ADM
Mileage - MapQuest

LEA: 6603
County: SEBASTIAN
District: HACKETT

Preliminary
State Aid Notice 2014-15
July 31, 2014

Refer to Commissioner's Memo Number
FIN-15-007 for additional information

DATA

1. 2013 Real Assessment	\$	21,482,018	15. Initial Per-Student Revenue	\$	1,422.60
2. 2013 Personal Assessment	\$	6,919,535	16. Initial Per-Student Foundation Funding Amount	\$	6,521.00
3. 2013 Utility Assessment	\$	6,522,005	17. Initial Per-Student State Foundation Funding Aid	\$	5,098.40
4. 2013 Total Assessment	\$	34,923,558	18. PY ALE FTEs (Qtrs. 1-4)		13.822683
5. 98% of URT X Assessment	\$	855,627	19. CY English Language Learner Students		
6. Net Revenues	\$		20. PY NSL Students (Free and Reduced)		363
7. 2012 Calendar Year Calculated Misc. Funds ¹	\$	2,155	21. Adjusted 1/1/05 Scheduled Debt Payment	\$	184,537.13
8. 2014 Calendar Year Calculated Misc. Funds ¹	\$		22. State Wealth Index for Bonded Debt Assistance		0.72097
9. 2012-13 ADM (Qtrs. 1-3 Avg.)		627.72	23. PY ADM of Isolated School Area		
10. 2013-14 ADM (Qtrs. 1-3 Avg.)		602.97	24. Isolated Funding Amount	\$	0
11. 2014-15 ADM (Qtr. 1)			25. District Square Miles		30.02
12. Estimated 2014-15 ADM for SGF (Qtr. 2)			26. District Total Millage Rate as of 1/1/12		38.00
13. Estimated 2014-15 ADM for SGF (Qtr. 3)			27. District Total Millage Rate as of 1/1/14		38.00
14. Estimated 2014-15 ADM for SGF (Qtr. 4)					

FUNDING

Funding Category	Amount	Statutory Code/Act	Restricted	Rev. Code	SOF Code
28. State Foundation Funding Aid (\$6,521)	\$ 3,074,185	6-20-2303, 6-20-2305, 6-20-2308	No	31101	2001
29. 98% of URT X Assessment less Net Revenues ²	\$	6-20-2303, 6-20-2305	No	31103	2001
30. Educational Excellence Trust ³ - R	\$ 313,210	6-5-301 et seq.	Yes		
31. Alternative Learning Environment (\$4,383) - R	\$ 60,585	6-20-2303, 6-20-2305	Yes	32370	275
32. English Language Learners (\$317) - R	\$	6-20-2303, 6-20-2305	Yes	32371	276
33. NSL State Categorical ⁴ (\$517/\$1,033/\$1,549) - R	\$ 187,671	6-20-2303, 6-20-2305	Yes	32381	281
34. NSL Transitional Funding ⁴ (Rate Varies) - R	\$ 0	6-20-2305	Yes	32381	281
35. NSL State Categorical Withholding ⁴	\$	6-20-2305			
36. NSL Growth Funding ⁴ - R	\$ 0	6-20-2305	Yes	32381	281
37. Professional Development (\$26.67) - R	\$ 16,081	6-20-2303, 6-20-2305	Yes	32256	223
38. Bonded Debt Assistance (\$18.03) - R	\$ 41,417	6-20-2503	Yes	32915	001
39. State Financial Assistance - GFF - R	\$ 1,434	6-20-2503	No	32912	392
40. State Financial Assistance - SMIF - R	\$ 7,425	6-20-2503	No	31620	001
41. Isolated Funding	\$	6-20-601, 6-20-603	Yes	31500	212
42. Special Needs Isolated Funding ⁵	\$	6-20-604 (c), (d) & (e), Act 293	Yes	31500	212
43. Special Needs Small District Funding ⁵	\$	6-20-604 (f), Act 293	No	32249	2920
44. Special Needs Isolated Transportation ⁵	\$	6-20-604 (h), Act 293	Yes	32248	228
45. Declining Enrollment Funding ⁵ - R	\$ 80,697	6-20-2305	No	31460	218
46. Declining Enrollment Adequacy	\$	6-20-2305	No	31460	218
47. Student Growth-Qtr.1 & Est. Qtrs. 2, 3, & 4 ⁵ - R	\$	6-20-2303 & 2305	No	31450	217

ACA-Arkansas code annotated, ADM-average daily membership, ALE-alternative learning environment, Avg.-average, CY-current year, Est.-estimated, FTE-full-time equivalent, FY-fiscal year, GFF-general facilities funding, LEA-local education agency, Misc.-miscellaneous, NSL-national school lunch, PY-prior year, Qtr.-quarter, R-state board rule, Rev.-revenue, SGF-student growth funding, SMIF-supplemental millage incentive funding, SOF-source of fund, URT-uniform rate of tax

- 1) Misc. funds are defined and calculated as per ACA § 6-20-2303 (11), ACA § 6-20-2308, ACA § 6-20-2503 and Act 322 of 2013 (see the temporary language); new Rules pending.
- 2) Negative funding amounts for 98% of URT X Assessment less Net Revenues indicate funds owed to the state. Districts with negative funding amounts will receive written notification that will include information on how to code the repayment transaction.
- 3) Educational excellence trust funds are included in state foundation funding aid and are restricted pursuant to ACA § 6-5-307.
- 4) The combination of NSL state categorical, NSL transitional (plus or minus), NSL state categorical withholding (minus), and NSL growth funding equals the total net NSL state categorical funding received by a school district.
- 5) Eligible school districts shall receive the higher of student growth funding plus special needs isolated, small district, and transportation funding or declining enrollment funding. No school district shall receive both declining enrollment funding and student growth funding or special needs isolated, small district, and transportation funding. The initial FY15 state aid notice provides declining enrollment funding that has not been compared to student growth funding (est. or actual) and/or special needs isolated, small district, and transportation funding. Subsequent FY15 state aid notices will reflect these comparisons. The final determination of FY15 student growth funding will be made in FY16.

Annual Statistical Report 2012/2013

County: SEBASTIAN

HACKETT SCHOOL DISTRICT

LEA: 6603000

	2012/2013 Actual	2013/2014 Budget		2012/2013 Actual	2013/2014 Budget
1 Area in Square Miles	30		CURRENT EXPENDITURES		
2 ADA	595		Instruction:		
3 ADA Pct Change over 5 Years	1%		49 Regular Instruction	2,303,270	2,302,149
4 4 Qtr ADM	629		50 Special Education	236,070	227,808
5 Prior Year 3 Qtr ADM	625		51 Career Education	201,253	205,262
6 Assessment	35,212,633		52 Adult Education	0	0
7 M&O Mills	25.00		53 Compensatory Education	96,916	97,245
8 URT Mills	25.00		54 Other	122,598	136,781
9 M&O Mills in Excess of URT	0.00		55 Total Instruction	2,960,107	2,969,246
10 Dedicated M&O Mills	0.00		District Level Support:		
11 Debt Service Mills	13.00		56 General Administration	172,897	157,192
12 Total Mills	38.00		57 Central Services	138,651	102,139
13 Total Debt Bond/Non Bond	3,234,897		58 Maintenance & Operations Of Plant	544,096	539,596
State and Local Revenue			59 Student Transportation	127,636	131,931
14 Property Tax Receipts (Incl URT)	1,230,444	1,232,100	60 Othr District Level Support Service	17,652	3,000
15 Other Local Receipts	186,219	68,761	61 Total District Support Services	1,000,933	933,858
16 Revenue From Interm Srcs	74	100	School Level Support:		
17.1 Foundation Funding (Excl URT)	3,124,525	3,148,149	62 Student Support Services	255,319	264,425
17.2 98% of URT X Assessment less Net Revenues	0	0	63 Instructional Staff Support Service	369,339	368,525
18 Student Growth Funding	41,362	0	64 School Administration	248,828	253,685
19 Declining Enrollment Funding	0	0	65 Total District Support Services	873,487	886,636
20 Consolidation Incentive/Assistance	0	0	Non-Instructional Services:		
21 Isolated Funding	0	0	66 Food Service Operations	241,088	249,124
22 Supplemental Millage Incent. Funds	22,275	14,850	67 Other Enterprise Operations	48,465	0
23 Other Unrestricted State Funding	0	0	68 Community Operations	0	500
24 Total Unrestricted Revenue from State and Local Sources	4,604,899	4,463,960	69 Other Non-Instructional Services	0	0
Restricted Revenue from State Sources:			70 Total Non-Instructional Services	289,553	249,624
25 Adult Education	0	0	71 Facilities Acquisition And Const.	104,618	817,120
Regular Education:			72 Debt Service	255,298	286,682
26 Professional Development	27,103	27,902	75 Other Non-Programmed Costs	0	0
27 Other Regular Education	3,664	2,400	76 Total Expenditures	5,483,996	6,143,166
Special Education:			77 Less: Capital Expenditures	(120,107)	-823,870
28 Gifted And Talented	200	0	78 Less: Debt Service	(255,298)	-286,682
29 Alt. Learning Environment (ALE)	57,670	67,589	79 Total Current Expenditures	5,108,590	5,032,614
30 English Language Learner (ELL)	0	0	80 Exclusions from Current Expenditures	(171,963)	-57,894
31 National School Lunch State Categorical Funds (NSL)	169,576	182,501	81 Net Current Expenditures	4,936,627	4,974,720
32 Other Special Education	2,598	0	82 Per Pupil Expenditures	8,298	
33 Career Education	16,250	21,125	83 Personnel - Non-Federal Licensed Classroom FTEs	47.19	
34 School Food Service	1,886	1,885	83.5 Total Salary - Non-Federal Licensed Classroom FTEs	2,079,498	
35 Educational Service Cooperatives	0	0	84 Avg Salary - Non-Federal Licensed Classroom FTEs	44,066	
36 Early Childhood Programs	0	0	85 Personnel - Non-Federal Licensed FTEs	51.98	
37 Magnet School Programs	0	0	85.5 Total Salary - Non-Federal Licensed FTEs	2,390,574	
38 Other Non-Instructional Program Aid	78,234	362,598	86 Avg Salary - Non-Federal Licensed FTEs	45,990	
39 Total Restricted Revenue from State Sources	357,182	666,000	87.1 Legal Balance (funds 1-2-4)	1,151,990	1,147,440
40 Total Restricted Revenue from Federal Sources	502,143	475,642	87.2 Categorical Fund Balance	4,551	0
Other Sources of Funds:			87.3 Deposits With Paying Agents (QZAB)	0	0
41 Financing Sources	200,000	0	87.4 Net Legal Bal (Excl Cat & QZAB)	1,147,440	1,147,440
42 Balances Consol/Annexed District	0	0	88 Building Fund Balance (fund 3)	657,471	142,367
43 Indirect Cost Reimbursement	0	0	89 Capital Outlay Balance/Dedicated M&O (fund 5)	0	0
44 Gains & Losses - Sale Fixed Assets	0	0			
45 Compensation - Loss Of Fixed Assets	11,523	0			
46 Other	250	250			
47 Total Other Sources of Funds	211,772	250			
48 Total Revenue and Other Sources of Funds from All Sources	5,675,996	5,605,852			

LEA: 6604
County: SEBASTIAN
District: HARTFORD

Preliminary
State Aid Notice 2014-15
July 31, 2014

Refer to Commissioner's Memo Number
FIN-15-007 for additional information

DATA

1.	2013 Real Assessment	\$	17,739,319	15.	Initial Per-Student Revenue	\$	2,138.51
2.	2013 Personal Assessment	\$	7,545,215	16.	Initial Per-Student Foundation Funding Amount	\$	6,521.00
3.	2013 Utility Assessment	\$	2,868,205	17.	Initial Per-Student State Foundation Funding Aid	\$	4,382.49
4.	2013 Total Assessment	\$	28,152,739	18.	PY ALE FTEs (Qtrs. 1-4)		8.486932
5.	98% of URT X Assessment	\$	689,742	19.	CY English Language Learner Students		
6.	Net Revenues	\$		20.	PY NSL Students (Free and Reduced)		233
7.	2012 Calendar Year Calculated Misc. Funds ¹	\$	7,734	21.	Adjusted 1/1/05 Scheduled Debt Payment	\$	37,260.00
8.	2014 Calendar Year Calculated Misc. Funds ¹	\$		22.	State Wealth Index for Bonded Debt Assistance		0.51203
9.	2012-13 ADM (Qtrs. 1-3 Avg.)		350.07	23.	PY ADM of Isolated School Area		
10.	2013-14 ADM (Qtrs. 1-3 Avg.)		326.15	24.	Isolated Funding Amount	\$	0
11.	2014-15 ADM (Qtr. 1)			25.	District Square Miles		91.80
12.	Estimated 2014-15 ADM for SGF (Qtr. 2)			26.	District Total Millage Rate as of 1/1/12		39.30
13.	Estimated 2014-15 ADM for SGF (Qtr. 3)			27.	District Total Millage Rate as of 1/1/14		39.30
14.	Estimated 2014-15 ADM for SGF (Qtr. 4)						

FUNDING

Funding Category		Amount	Statutory Code/Act	Restricted	Rev. Code	SOF Code
28.	State Foundation Funding Aid (\$6,521)	\$ 1,429,348	6-20-2303, 6-20-2305, 6-20-2308	No	31101	2001
29.	98% of URT X Assessment less Net Revenues ²	\$	6-20-2303, 6-20-2305	No	31103	2001
30.	Educational Excellence Trust ³ - R	\$ 145,628	6-5-301 et seq.	Yes		
31.	Alternative Learning Environment (\$4,383) - R	\$ 37,198	6-20-2303, 6-20-2305	Yes	32370	275
32.	English Language Learners (\$317) - R	\$	6-20-2303, 6-20-2305	Yes	32371	276
33.	NSL State Categorical ⁴ (\$517/\$1,033/\$1,549) - R	\$ 240,689	6-20-2303, 6-20-2305	Yes	32381	281
34.	NSL Transitional Funding ⁴ (Rate Varies) - R	\$ -40,076	6-20-2305	Yes	32381	281
35.	NSL State Categorical Withholding ⁴	\$	6-20-2305			
36.	NSL Growth Funding ⁴ - R	\$ 0	6-20-2305	Yes	32381	281
37.	Professional Development (\$26.67) - R	\$ 8,698	6-20-2303, 6-20-2305	Yes	32256	223
38.	Bonded Debt Assistance (\$18.03) - R	\$ 3,985	6-20-2503	Yes	32915	001
39.	State Financial Assistance - GFF - R	\$ 1,043	6-20-2503	No	32912	392
40.	State Financial Assistance - SMIF - R	\$ 5,087	6-20-2503	No	31620	001
41.	Isolated Funding	\$	6-20-601, 6-20-603	Yes	31500	212
42.	Special Needs Isolated Funding ⁵	\$	6-20-604 (c), (d) & (e), Act 293	Yes	31500	212
43.	Special Needs Small District Funding ⁵	\$	6-20-604 (f), Act 293	No	32249	2920
44.	Special Needs Isolated Transportation ⁵	\$	6-20-604 (h), Act 293	Yes	32248	228
45.	Declining Enrollment Funding ⁵ - R	\$ 77,991	6-20-2305	No	31460	218
46.	Declining Enrollment Adequacy	\$	6-20-2305	No	31460	218
47.	Student Growth-Qtr.1 & Est. Qtrs. 2, 3, & 4 ⁵ - R	\$	6-20-2303 & 2305	No	31450	217

ACA-Arkansas code annotated, ADM-average daily membership, ALE-alternative learning environment, Avg.-average, CY-current year, Est.-estimated, FTE-full-time equivalent, FY-fiscal year, GFF-general facilities funding, LEA-local education agency, Misc.-miscellaneous, NSL-national school lunch, PY-prior year, Qtr.-quarter, R-state board rule, Rev.-revenue, SGF-student growth funding, SMIF-supplemental millage incentive funding, SOF-source of fund, URT-uniform rate of tax

- 1) Misc. funds are defined and calculated as per ACA § 6-20-2303 (11), ACA § 6-20-2308, ACA § 6-20-2503 and Act 322 of 2013 (see the temporary language); new Rules pending.
- 2) Negative funding amounts for 98% of URT X Assessment less Net Revenues indicate funds owed to the state. Districts with negative funding amounts will receive written notification that will include information on how to code the repayment transaction.
- 3) Educational excellence trust funds are included in state foundation funding aid and are restricted pursuant to ACA § 6-5-307.
- 4) The combination of NSL state categorical, NSL transitional (plus or minus), NSL state categorical withholding (minus), and NSL growth funding equals the total net NSL state categorical funding received by a school district.
- 5) Eligible school districts shall receive the higher of student growth funding plus special needs isolated, small district, and transportation funding or declining enrollment funding. No school district shall receive both declining enrollment funding and student growth funding or special needs isolated, small district, and transportation funding. The initial FY15 state aid notice provides declining enrollment funding that has not been compared to student growth funding (est. or actual) and/or special needs isolated, small district, and transportation funding. Subsequent FY15 state aid notices will reflect these comparisons. The final determination of FY15 student growth funding will be made in FY16.

Annual Statistical Report 2012/2013

County: SEBASTIAN

HARTFORD SCHOOL DISTRICT

LEA: 6604000

	2012/2013 Actual	2013/2014 Budget		2012/2013 Actual	2013/2014 Budget
1 Area in Square Miles	92		CURRENT EXPENDITURES		
2 ADA	323		Instruction:		
3 ADA Pct Change over 5 Years	-15%		49 Regular Instruction	1,105,927	1,077,501
4 4 Qtr ADM	350		50 Special Education	204,809	207,018
5 Prior Year 3 Qtr ADM	386		51 Career Education	168,814	179,827
6 Assessment	29,198,484		52 Adult Education	0	0
7 M&O Mills	25.00		53 Compensatory Education	45,513	18,600
8 URT Mills	25.00		54 Other	184,490	203,509
9 M&O Mills in Excess of URT	0.00		55 Total Instruction	1,709,553	1,686,456
10 Dedicated M&O Mills	0.00		District Level Support:		
11 Debt Service Mills	14.30		56 General Administration	125,434	148,519
12 Total Mills	39.30		57 Central Services	90,972	97,400
13 Total Debt Bond/Non Bond	1,220,862		58 Maintenance & Operations Of Plant	348,519	341,529
State and Local Revenue			59 Student Transportation	190,947	203,891
14 Property Tax Receipts (Incl URT)	912,620	949,000	60 Othr District Level Support Service	17,092	18,184
15 Other Local Receipts	202,745	177,516	61 Total District Support Services	772,963	809,522
16 Revenue From Interm Srcs	42	50	School Level Support:		
17.1 Foundation Funding (Excl URT)	1,793,254	1,514,901	62 Student Support Services	189,207	218,222
17.2 98% of URT X Assessment less Net Revenues	0	0	63 Instructional Staff Support Service	312,717	315,563
18 Student Growth Funding	0	0	64 School Administration	173,999	178,908
19 Declining Enrollment Funding	0	115,745	65 Total District Support Services	675,923	712,694
20 Consolidation Incentive/Assistance	0	0	Non-Instructional Services:		
21 Isolated Funding	0	0	66 Food Service Operations	313,732	322,470
22 Supplemental Millage Incent. Funds	15,260	10,173	67 Other Enterprise Operations	12,807	5,000
23 Other Unrestricted State Funding	0	0	68 Community Operations	343	2,168
24 Total Unrestricted Revenue from State and Local Sources	2,923,920	2,767,385	69 Other Non-Instructional Services	0	0
Restricted Revenue from State Sources:			70 Total Non-Instructional Services	326,882	329,638
25 Adult Education	0	0	71 Facilities Acquisition And Const.	64,673	2,000
Regular Education:			72 Debt Service	70,760	74,079
26 Professional Development	16,761	15,561	75 Other Non-Programmed Costs	0	0
27 Other Regular Education	7,200	5,000	76 Total Expenditures	3,620,753	3,614,390
Special Education:			77 Less: Capital Expenditures	(76,795)	-8,000
28 Gifted And Talented	1,901	0	78 Less: Debt Service	(70,760)	-74,079
29 Alt. Learning Environment (ALE)	24,142	47,742	79 Total Current Expenditures	3,473,199	3,532,311
30 English Language Learner (ELL)	0	0	80 Exclusions from Current Expenditures	(302,009)	-296,275
31 National School Lunch State Categorical Funds (NSL)	139,073	177,073	81 Net Current Expenditures	3,171,190	3,236,035
32 Other Special Education	13,470	0	82 Per Pupil Expenditures	9,808	
33 Career Education	5,688	3,250	83 Personnel - Non-Federal Licensed Classroom FTEs	30.61	
34 School Food Service	1,804	1,600	83.5 Total Salary - Non-Federal Licensed Classroom FTEs	1,117,945	
35 Educational Service Cooperatives	0	0	84 Avg Salary - Non-Federal Licensed Classroom FTEs	36,522	
36 Early Childhood Programs	97,200	97,200	85 Personnel - Non-Federal Licensed FTEs	33.07	
37 Magnet School Programs	0	0	85.5 Total Salary - Non-Federal Licensed FTEs	1,291,902	
38 Other Non-Instructional Program Aid	10,477	6,438	86 Avg Salary - Non-Federal Licensed FTEs	39,066	
39 Total Restricted Revenue from State Sources	317,715	353,864	87.1 Legal Balance (funds 1-2-4)	489,433	497,380
40 Total Restricted Revenue from Federal Sources	535,796	512,900	87.2 Categorical Fund Balance	20,996	20
Other Sources of Funds:			87.3 Deposits With Paying Agents (QZAB)	0	0
41 Financing Sources	590	0	87.4 Net Legal Bal (Excl Cat & QZAB)	468,438	497,360
42 Balances Consol/Annexed District	0	0	88 Building Fund Balance (fund 3)	141,013	187,888
43 Indirect Cost Reimbursement	0	0	89 Capital Outlay Balance/Dedicated M&O (fund 5)	0	0
44 Gains & Losses - Sale Fixed Assets	1,000	0			
45 Compensation - Loss Of Fixed Assets	620	0			
46 Other	6	0			
47 Total Other Sources of Funds	2,215	0			
48 Total Revenue and Other Sources of Funds from All Sources	3,779,647	3,634,149			

ENROLLMENT/DEMOGRAPHIC INFORMATION

ENROLLMENT BY RACE (2012-PRESENT)

2014-2015

DISTRICT LEA	DISTRICT NAME	2 OR MORE RACES	ASIAN	BLACK	HISPANIC	NATIVE AMERICAN/ NATIVE ALASKAN	NATIVE HAWAIIAN/ PACIFIC ISLANDER	WHITE	TOTAL
6603000	HACKETT SCHOOL DISTRICT	24	2	2	8	14	0	560	610
6604000	HARTFORD SCHOOL DISTRICT	0	8	6	15	18	0	251	298
6602000	GREENWOOD SCHOOL DISTRICT	102	51	17	151	96	0	3204	3621
6606000	MANSFIELD SCHOOL DISTRICT	1	22	2	25	21	0	768	839
6401000	WALDRON SCHOOL DISTRICT	20	56	12	216	45	2	1170	1521

Source: ADE Data Center, October 1, 2014 Counts

2013-2014

DISTRICT LEA	DISTRICT NAME	2 OR MORE RACES	ASIAN	BLACK	HISPANIC	NATIVE AMERICAN/ NATIVE ALASKAN	NATIVE HAWAIIAN/ PACIFIC ISLANDER	WHITE	TOTAL
6603000	HACKETT SCHOOL DISTRICT	29	1	4	12	16	0	550	612
6604000	HARTFORD SCHOOL DISTRICT	0	7	5	12	23	0	278	325
6602000	GREENWOOD SCHOOL DISTRICT	92	52	23	154	96	0	3179	3596
6606000	MANSFIELD SCHOOL DISTRICT	0	23	6	20	21	0	795	865
6401000	WALDRON SCHOOL DISTRICT	19	52	12	205	39	2	1164	1493

Source: ADE Data Center, October 1, 2013 Counts

2012-2013

DISTRICT LEA	DISTRICT NAME	2 OR MORE RACES	ASIAN	BLACK	HISPANIC	NATIVE AMERICAN/ NATIVE ALASKAN	NATIVE HAWAIIAN/ PACIFIC ISLANDER	WHITE	TOTAL
6603000	HACKETT SCHOOL DISTRICT	25	1	5	7	23	0	580	641
6604000	HARTFORD SCHOOL DISTRICT	0	7	3	15	19	0	312	356
6602000	GREENWOOD SCHOOL DISTRICT	91	55	24	131	99	1	3191	3592
6606000	MANSFIELD SCHOOL DISTRICT	2	27	7	16	14	1	813	880
6401000	WALDRON SCHOOL DISTRICT	18	56	11	194	43	3	1240	1565

Source: ADE Data Center, October 1, 2012 Counts

ENROLLMENT BY GRADE (2012-PRESENT)

2014-2015

HACKETT SCHOOL DISTRICT													LEA: 6603000		
K	1	2	3	4	5	6	7	8	9	10	11	12	GED	UNGRADED	TOTAL
41	44	43	51	39	45	47	40	57	59	44	54	46	0	0	610
HARTFORD SCHOOL DISTRICT													LEA: 6604000		
K	1	2	3	4	5	6	7	8	9	10	11	12	GED	UNGRADED	TOTAL
22	17	28	19	22	20	21	20	24	27	26	22	30	0	0	298
GREENWOOD SCHOOL DISTRICT													LEA: 6602000		
K	1	2	3	4	5	6	7	8	9	10	11	12	GED	UNGRADED	TOTAL
265	253	275	268	269	297	256	284	307	309	283	284	271	0	0	3621
MANSFIELD SCHOOL DISTRICT													LEA: 6606000		
K	1	2	3	4	5	6	7	8	9	10	11	12	GED	UNGRADED	TOTAL
56	56	58	56	67	64	53	70	65	72	72	70	80	0	0	839
WALDRON SCHOOL DISTRICT													LEA: 6401000		
K	1	2	3	4	5	6	7	8	9	10	11	12	GED	UNGRADED	TOTAL
126	103	131	111	117	120	108	112	140	115	123	95	120	0	0	1521

Source: ADE Data Center, October 1, 2014 Counts

2013-2014**HACKETT SCHOOL DISTRICT****LEA: 6603000**

K	1	2	3	4	5	6	7	8	9	10	11	12	GED	UNGRADED	TOTAL
51	42	46	40	41	47	38	53	55	44	60	44	51	0	0	612

HARTFORD SCHOOL DISTRICT**LEA: 6604000**

K	1	2	3	4	5	6	7	8	9	10	11	12	GED	UNGRADED	TOTAL
20	27	20	25	25	22	20	21	31	27	29	36	22	0	0	325

GREENWOOD SCHOOL DISTRICT**LEA: 6602000**

K	1	2	3	4	5	6	7	8	9	10	11	12	GED	UNGRADED	TOTAL
268	287	261	272	295	252	284	302	314	276	276	276	230	0	3	3596

MANSFIELD SCHOOL DISTRICT**LEA: 6606000**

K	1	2	3	4	5	6	7	8	9	10	11	12	GED	UNGRADED	TOTAL
63	51	59	73	65	53	69	68	65	73	77	85	64	0	0	865

WALDRON SCHOOL DISTRICT**LEA: 6401000**

K	1	2	3	4	5	6	7	8	9	10	11	12	GED	UNGRADED	TOTAL
105	126	113	113	117	110	109	141	104	135	97	129	94	0	0	1493

Source: ADE Data Center, October 1, 2013 Counts

2012-2013**HACKETT SCHOOL DISTRICT****LEA: 6603000**

K	1	2	3	4	5	6	7	8	9	10	11	12	GED	UNGRADED	TOTAL
49	43	41	37	50	37	56	55	47	59	50	52	65	0	0	641

HARTFORD SCHOOL DISTRICT**LEA: 6604000**

K	1	2	3	4	5	6	7	8	9	10	11	12	GED	UNGRADED	TOTAL
33	24	26	25	21	27	29	31	28	29	36	28	19	0	0	356

GREENWOOD SCHOOL DISTRICT**LEA: 6602000**

K	1	2	3	4	5	6	7	8	9	10	11	12	GED	UNGRADED	TOTAL
289	263	262	290	245	282	289	315	275	272	283	251	276	0	0	3592

MANSFIELD SCHOOL DISTRICT**LEA: 6606000**

K	1	2	3	4	5	6	7	8	9	10	11	12	GED	UNGRADED	TOTAL
49	65	70	64	62	61	70	65	76	72	93	64	69	0	0	880

WALDRON SCHOOL DISTRICT**LEA: 6401000**

K	1	2	3	4	5	6	7	8	9	10	11	12	GED	UNGRADED	TOTAL
127	122	125	115	119	119	140	118	134	126	128	102	90	0	0	1565

Source: ADE Data Center, October 1, 2012 Counts

ESEA REPORTS

District: HACKETT SCHOOL DISTRICT	Superintendent: WILLIAM PITTMAN	Report created on: 10/29/2014
LEA: 6603000	Enrollment: 612	% Prof/Adv.
Address: 102 NORTH OAK STREET	Attendance: 95.97	2014 Math + Literacy 74.8
Address: HACKETT, AR 72937	Poverty Rate: 59.31	2013 Math + Literacy 70.9
Phone: 479-638-8822		2012 Math + Literacy 71.3

OVERALL DISTRICT STATUS:	NEEDS IMPROVEMENT
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PERCENT TESTED						
PERCENT TESTED STATUS:	ACHIEVING					
	LITERACY			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	322	325	99.08	376	380	98.95
Targeted Achievement Gap Group	198	200	99.00	244	247	98.79
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Hispanic	n < 10	n < 10	n < 10	10	10	100.00
White	298	301	99.00	346	350	98.86
Economically Disadvantaged	188	190	98.95	233	236	98.73
English Language Learners	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	32	33	96.97	39	40	97.50

STUDENT PERFORMANCE -- LITERACY										
LITERACY STATUS:	ACHIEVING									
	PERFORMANCE -LITERACY					GROWTH -LITERACY				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	237	292	81.16	75.68	91.00	158	214	73.83	72.13	93.00
Targeted Achievement Gap Group	127	176	72.16	70.07	91.00	82	129	63.57	68.23	93.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	738	952	77.52	75.68	91.00	481	654	73.55	72.13	93.00
Targeted Achievement Gap Group	406	575	70.61	70.07	91.00	272	401	67.83	68.23	93.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2014 AMO		# Achieved	# Tested	Percentage	2014 AMO	
African American	n < 10	n < 10	n < 10	100.00		n < 10	n < 10	n < 10	100.00	
Hispanic	n < 10	n < 10	n < 10	71.88		n < 10	n < 10	n < 10	62.50	
White	219	269	81.41	75.74		141	196	71.94	71.68	
Economically Disadvantaged	125	166	75.30	72.55		80	121	66.12	71.52	
English Language Learners	n < 10	n < 10	n < 10			n < 10	n < 10	n < 10		
Students with Disabilities	6	26	23.08	40.31		4	18	22.22	37.93	

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	237	342	69.30	72.67	92.00	108	216	50.00	66.29	81.00
Targeted Achievement Gap Group	140	218	64.22	69.01	92.00	54	130	41.54	60.94	81.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	731	1081	67.62	72.67	92.00	333	656	50.76	66.29	81.00
Targeted Achievement Gap Group	423	680	62.21	69.01	92.00	185	402	46.02	60.94	81.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2014 AMO		# Achieved	# Tested	Percentage	2014 AMO	
African American	n < 10	n < 10	n < 10	55.00		n < 10	n < 10	n < 10	50.00	
Hispanic	7	10	70.00	90.63		n < 10	n < 10	n < 10	81.25	
White	218	313	69.65	72.53		99	198	50.00	66.71	
Economically Disadvantaged	136	207	65.70	71.83		52	122	42.62	63.37	
English Language Learners	n < 10	n < 10	n < 10			n < 10	n < 10	n < 10		
Students with Disabilities	12	31	38.71	40.31		2	18	11.11	40.52	

2013 SCHOOL GRADUATION RATE					
GRADUATION RATE STATUS:	NEEDS IMPROVEMENT				
ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2013 AMO	90TH PCTL
All Students	60	67	89.55	90.00	94.00
Targeted Achievement Gap Group	26	31	83.87	82.95	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2013 AMO	90TH PCTL
All Students	150	172	87.21	90.00	94.00
Targeted Achievement Gap Group	64	77	83.12	82.95	94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2013 AMO	
African American	n < 10	n < 10	n < 10		
Hispanic	n < 10	n < 10	n < 10	100.00	
White	58	64	90.63	89.47	
Economically Disadvantaged	26	31	83.87	79.17	
English Language Learners	n < 10	n < 10	n < 10		
Students with Disabilities	n < 10	n < 10	n < 10	85.00	

District: HARTFORD SCHOOL DISTRICT	Superintendent: TERESA RAGSDALE	Report created on: 10/29/2014
LEA: 6604000	Enrollment: 325	% Prof/Adv.
Address: 512 W LUDLOW ST	Attendance: 94.16	2014 Math + Literacy 64.3
Address: HARTFORD, AR 72938	Poverty Rate: 79.38	2013 Math + Literacy 60.2
Phone: 479-639-5002		2012 Math + Literacy 66.1

OVERALL DISTRICT STATUS:	NEEDS IMPROVEMENT
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PERCENT TESTED						
PERCENT TESTED STATUS:	ACHIEVING					
	LITERACY			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	172	174	98.85	212	213	99.53
Targeted Achievement Gap Group	164	166	98.80	212	213	99.53
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Hispanic	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
White	143	144	99.31	172	173	99.42
Economically Disadvantaged	161	163	98.77	209	210	99.52
English Language Learners	n < 10	n < 10	n < 10	n < 10	n < 10	n < 10
Students with Disabilities	27	28	96.43	27	27	100.00

STUDENT PERFORMANCE -- LITERACY										
LITERACY STATUS:	ACHIEVING									
	PERFORMANCE -LITERACY					GROWTH -LITERACY				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	108	153	70.59	76.32	91.00	71	94	75.53	74.55	93.00
Targeted Achievement Gap Group	102	145	70.34	73.99	91.00	71	94	75.53	74.11	93.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	349	507	68.84	76.32	91.00	239	336	71.13	74.55	93.00
Targeted Achievement Gap Group	316	459	68.85	73.99	91.00	224	316	70.89	74.11	93.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2014 AMO		# Achieved	# Tested	Percentage	2014 AMO	
African American	n < 10	n < 10	n < 10	100.00		n < 10	n < 10	n < 10		
Hispanic	n < 10	n < 10	n < 10	75.00		n < 10	n < 10	n < 10	50.00	
White	90	129	69.77	75.50		61	82	74.39	74.74	
Economically Disadvantaged	101	142	71.13	74.58		71	94	75.53	75.63	
English Language Learners	n < 10	n < 10	n < 10			n < 10	n < 10	n < 10		
Students with Disabilities	4	24	16.67	41.07		5	12	41.67	36.54	

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	112	189	59.26	72.69	92.00	48	100	48.00	66.97	81.00
Targeted Achievement Gap Group	112	189	59.26	72.24	92.00	48	100	48.00	63.39	81.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2014 AMO	90TH PCTL
All Students	347	586	59.22	72.69	92.00	168	342	49.12	66.97	81.00
Targeted Achievement Gap Group	319	551	57.89	72.24	92.00	155	322	48.14	63.39	81.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2014 AMO		# Achieved	# Tested	Percentage	2014 AMO	
African American	n < 10	n < 10	n < 10	62.50		n < 10	n < 10	n < 10		
Hispanic	n < 10	n < 10	n < 10	100.00		n < 10	n < 10	n < 10	75.00	
White	91	155	58.71	71.88		37	83	44.58	66.06	
Economically Disadvantaged	110	186	59.14	72.50		48	100	48.00	63.44	
English Language Learners	n < 10	n < 10	n < 10			n < 10	n < 10	n < 10		
Students with Disabilities	6	24	25.00	41.07		2	13	15.38	42.31	

2013 SCHOOL GRADUATION RATE					
GRADUATION RATE STATUS:	NEEDS IMPROVEMENT				
ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2013 AMO	90TH PCTL
All Students	18	28	64.29	85.00	94.00
Targeted Achievement Gap Group	10	15	66.67	83.34	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2013 AMO	90TH PCTL
All Students	71	87	81.61	85.00	94.00
Targeted Achievement Gap Group	41	51	80.39	83.34	94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2013 AMO	
African American	n < 10	n < 10	n < 10		
Hispanic	n < 10	n < 10	n < 10	100.00	
White	18	27	66.67	79.17	
Economically Disadvantaged	9	13	69.23	82.35	
English Language Learners	n < 10	n < 10	n < 10		
Students with Disabilities	n < 10	n < 10	n < 10	100.00	

DISTRICT REPORT CARDS

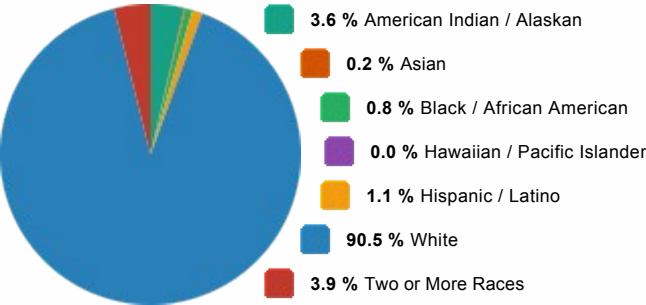


DISTRICT CHARACTERISTICS

Enrollment	641
Avg. Class Size	15
Avg. years teaching Experience	13
Per pupil spending	
• District avg.	\$8,298
• State avg.	\$9,324
School Choice Transfers	130

STUDENT DEMOGRAPHICS

Race/Ethnicity Statistics



Other Demographics

Limited English proficiency	ND
Low-income	55 %
Students eligible to receive special education	12 %

INDICATOR: Achievement

		2010-2011					2011-2012					2012-2013					
Tested 2012-2013		Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	District
3rd Grade Literacy		Annual Measurable Objective (AMO) 67.57					2012 AMO 70.27										AMO
Combined Population	100											5.71	2.86	28.57	62.86	91.43	72.98
TAGG	100											8	4	28	60	88	66.74
African American	RV											RV	RV	RV	RV	RV	
Hispanic	RV											RV	RV	RV	RV	RV	68.75
Caucasian	100											6.25	0	31.25	62.5	93.75	73.04
Economically Disadvantaged	100											4.17	4.17	29.17	62.5	91.67	69.50
Students with Disabilities	RV											RV	RV	RV	RV	RV	33.68
Limited English Proficient	RV											RV	RV	RV	RV	RV	
Number of recently arrived LEP students not assessed in 3rd Grade Literacy																	RV
Female	100											4.55	0	18.18	77.27	95.45	
Male	100											7.69	7.69	46.15	38.46	84.62	
Migrant	RV											RV	RV	RV	RV	RV	
3rd Grade Mathematics		Annual Measurable Objective (AMO) 63.56					2012 AMO 66.60										AMO
Combined Population	97.44											0	11.43	34.29	54.29	88.57	69.63
TAGG	96.55											0	16	44	40	84	65.57
African American	RV											RV	RV	RV	RV	RV	
Hispanic	RV											RV	RV	RV	RV	RV	89.58
Caucasian	97.22											0	9.38	37.5	53.12	90.62	69.48
Economically Disadvantaged	96.43											0	12.5	45.83	41.67	87.5	68.70
Students with Disabilities	RV											RV	RV	RV	RV	RV	37.50
Limited English Proficient	RV											RV	RV	RV	RV	RV	
Female	100											0	9.09	36.36	54.55	90.91	
Male	92.86											0	15.38	30.77	53.85	84.62	
Migrant	RV											RV	RV	RV	RV	RV	
		Download 2012 School Report Card for 2011 Benchmark Results					Download 2012 School Report Card for 2012 Benchmark Results										

INDICATOR: Achievement

		2010-2011					2011-2012					2012-2013					
Tested 2012-2013		Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	District
4th Grade Literacy		Annual Measurable Objective (AMO) 67.57					2012 AMO 70.27										AMO
Combined Population	100											4.17	4.17	37.5	54.17	91.67	72.98
TAGG	100											8.33	4.17	37.5	50	87.5	66.74
African American	RV											RV	RV	RV	RV	RV	
Hispanic	RV											RV	RV	RV	RV	RV	
Caucasian	100											2.27	4.55	38.64	54.55	93.18	73.04
Economically Disadvantaged	100											8.33	4.17	37.5	50	87.5	69.50
Students with Disabilities	RV											RV	RV	RV	RV	RV	33.68
Limited English Proficient	RV											RV	RV	RV	RV	RV	
Number of recently arrived LEP students not assessed in 4th Grade Literacy																	RV
Female	100											0	5	15	80	95	
Male	100											7.14	3.57	53.57	35.71	89.29	
Migrant	RV											RV	RV	RV	RV	RV	
4th Grade Mathematics		Annual Measurable Objective (AMO) 63.56					2012 AMO 66.60										AMO
Combined Population	100											4.17	10.42	41.67	43.75	85.42	69.63
TAGG	100											8.33	16.67	37.5	37.5	75	65.57
African American	RV											RV	RV	RV	RV	RV	
Hispanic	RV											RV	RV	RV	RV	RV	
Caucasian	100											2.27	9.09	45.45	43.18	88.64	69.48
Economically Disadvantaged	100											8.33	16.67	37.5	37.5	75	68.70
Students with Disabilities	RV											RV	RV	RV	RV	RV	37.50
Limited English Proficient	RV											RV	RV	RV	RV	RV	
Female	100											0	10	50	40	90	
Male	100											7.14	10.71	35.71	46.43	82.14	
Migrant	RV											RV	RV	RV	RV	RV	
		Download 2012 School Report Card for 2011 Benchmark Results					Download 2012 School Report Card for 2012 Benchmark Results										

INDICATOR: Achievement

		2010-2011					2011-2012					2012-2013					
Tested 2012-2013		Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	District
5th Grade Literacy		Annual Measurable Objective (AMO) 67.57					2012 AMO 70.27										AMO
Combined Population	100											5.56	13.89	44.44	36.11	80.56	72.98
TAGG	100											4	20	44	32	76	66.74
African American	RV											RV	RV	RV	RV	RV	
Hispanic	RV											RV	RV	RV	RV	RV	
Caucasian	100											6.06	15.15	42.42	36.36	78.79	73.04
Economically Disadvantaged	100											4	20	44	32	76	69.50
Students with Disabilities	RV											RV	RV	RV	RV	RV	33.68
Limited English Proficient	RV											RV	RV	RV	RV	RV	
Number of recently arrived LEP students not assessed in 5th Grade Literacy																	RV
Female	100											0	5.88	52.94	41.18	94.12	
Male	100											10.53	21.05	36.84	31.58	68.42	
Migrant	RV											RV	RV	RV	RV	RV	
5th Grade Mathematics		Annual Measurable Objective (AMO) 63.56					2012 AMO 66.60										AMO
Combined Population	100											13.89	13.89	55.56	16.67	72.22	69.63
TAGG	100											16	20	44	20	64	65.57
African American	RV											RV	RV	RV	RV	RV	
Hispanic	RV											RV	RV	RV	RV	RV	
Caucasian	100											15.15	15.15	51.52	18.18	69.7	69.48
Economically Disadvantaged	100											16	20	44	20	64	68.70
Students with Disabilities	RV											RV	RV	RV	RV	RV	37.50
Limited English Proficient	RV											RV	RV	RV	RV	RV	
Female	100											11.76	5.88	70.59	11.76	82.35	
Male	100											15.79	21.05	42.11	21.05	63.16	
Migrant	RV											RV	RV	RV	RV	RV	
		Download 2012 School Report Card for 2011 Benchmark Results					Download 2012 School Report Card for 2012 Benchmark Results										

INDICATOR: Achievement

		2010-2011					2011-2012					2012-2013						
Tested 2012-2013		Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	District	
5th Grade Science																		
Combined Population	100											2.78	30.56	52.78	13.89	66.67		
TAGG	100											4	36	44	16	60		
African American	RV											RV	RV	RV	RV	RV		
Hispanic	RV											RV	RV	RV	RV	RV		
Caucasian	100											3.03	27.27	54.55	15.15	69.7		
Economically Disadvantaged	100											4	36	44	16	60		
Students with Disabilities	RV											RV	RV	RV	RV	RV		
Limited English Proficient	RV											RV	RV	RV	RV	RV		
Female	100											0	29.41	58.82	11.76	70.59		
Male	100											5.26	31.58	47.37	15.79	63.16		
Migrant	RV											RV	RV	RV	RV	RV		
6th Grade Literacy		Annual Measurable Objective (AMO) 67.57					2012 AMO 70.27										AMO	
Combined Population	100											1.92	30.77	46.15	21.15	67.31	72.98	
TAGG	100											3.85	34.62	46.15	15.38	61.54	66.74	
African American	RV											RV	RV	RV	RV	RV	73.04	
Hispanic	RV											RV	RV	RV	RV	RV		
Caucasian	100											2.17	32.61	43.48	21.74	65.22		
Economically Disadvantaged	100											4	32	48	16	64	69.50	
Students with Disabilities	RV											RV	RV	RV	RV	RV	33.68	
Limited English Proficient	RV											RV	RV	RV	RV	RV	RV	
Number of recently arrived LEP students not assessed in 6th Grade Literacy																		
Female	100											0	8.7	56.52	34.78	91.3		
Male	100											3.45	48.28	37.93	10.34	48.28		
Migrant	RV											RV	RV	RV	RV	RV		
		Download 2012 School Report Card for 2011 Benchmark Results					Download 2012 School Report Card for 2012 Benchmark Results											

INDICATOR: Achievement

		2010-2011					2011-2012					2012-2013					
Tested 2012-2013		Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	District
6th Grade Mathematics		Annual Measurable Objective (AMO) 63.56					2012 AMO 66.60										AMO
Combined Population	100											9.62	26.92	46.15	17.31	63.46	69.63
TAGG	100											7.69	26.92	42.31	23.08	65.38	65.57
African American	RV											RV	RV	RV	RV	RV	
Hispanic	RV											RV	RV	RV	RV	RV	
Caucasian	100											10.87	26.09	43.48	19.57	63.04	69.48
Economically Disadvantaged	100											8	28	40	24	64	68.70
Students with Disabilities	RV											RV	RV	RV	RV	RV	37.50
Limited English Proficient	RV											RV	RV	RV	RV	RV	
Female	100											0	30.43	56.52	13.04	69.57	
Male	100											17.24	24.14	37.93	20.69	58.62	
Migrant	RV											RV	RV	RV	RV	RV	
7th Grade Literacy		Annual Measurable Objective (AMO) 67.57					2012 AMO 70.27										AMO
Combined Population	100											1.89	32.08	47.17	18.87	66.04	72.98
TAGG	100											3.23	35.48	41.94	19.35	61.29	66.74
African American	RV											RV	RV	RV	RV	RV	
Hispanic	RV											RV	RV	RV	RV	RV	
Caucasian	100											2.17	32.61	47.83	17.39	65.22	73.04
Economically Disadvantaged	100											3.33	33.33	43.33	20	63.33	69.50
Students with Disabilities	RV											RV	RV	RV	RV	RV	33.68
Limited English Proficient	RV											RV	RV	RV	RV	RV	
Number of recently arrived LEP students not assessed in 7th Grade Literacy																	RV
Female	100											0	28.57	47.62	23.81	71.43	
Male	100											3.12	34.38	46.88	15.62	62.5	
Migrant	RV											RV	RV	RV	RV	RV	
		Download 2012 School Report Card for 2011 Benchmark Results					Download 2012 School Report Card for 2012 Benchmark Results										

INDICATOR: Achievement

		2010-2011					2011-2012					2012-2013					
Tested 2012-2013		Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	District
7th Grade Mathematics		Annual Measurable Objective (AMO) 63.56					2012 AMO 66.60										AMO
Combined Population	100											15.09	30.19	41.51	13.21	54.72	69.63
TAGG	100											16.13	35.48	38.71	9.68	48.39	65.57
African American	RV											RV	RV	RV	RV	RV	
Hispanic	RV											RV	RV	RV	RV	RV	
Caucasian	100											17.39	28.26	41.3	13.04	54.35	69.48
Economically Disadvantaged	100											13.33	36.67	40	10	50	68.70
Students with Disabilities	RV											RV	RV	RV	RV	RV	37.50
Limited English Proficient	RV											RV	RV	RV	RV	RV	
Female	100											4.76	23.81	52.38	19.05	71.43	
Male	100											21.88	34.38	34.38	9.38	43.75	
Migrant	RV											RV	RV	RV	RV	RV	
7th Grade Science																	
Combined Population	100											20.75	52.83	22.64	3.77	26.42	
TAGG	100											19.35	61.29	19.35	0	19.35	
African American	RV											RV	RV	RV	RV	RV	
Hispanic	RV											RV	RV	RV	RV	RV	
Caucasian	100											19.57	52.17	23.91	4.35	28.26	
Economically Disadvantaged	100											16.67	63.33	20	0	20	
Students with Disabilities	RV											RV	RV	RV	RV	RV	
Limited English Proficient	RV											RV	RV	RV	RV	RV	
Female	100											9.52	66.67	19.05	4.76	23.81	
Male	100											28.12	43.75	25	3.12	28.12	
Migrant	RV											RV	RV	RV	RV	RV	
		Download 2012 School Report Card for 2011 Benchmark Results					Download 2012 School Report Card for 2012 Benchmark Results										

INDICATOR: Achievement

		2010-2011					2011-2012					2012-2013					
Tested 2012-2013		Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	District
8th Grade Literacy		Annual Measurable Objective (AMO) 67.57					2012 AMO 70.27										AMO
Combined Population	100											4.55	25	45.45	25	70.45	72.98
TAGG	100											6.06	27.27	39.39	27.27	66.67	66.74
African American	RV											RV	RV	RV	RV	RV	
Hispanic	RV											RV	RV	RV	RV	RV	
Caucasian	100											4.65	25.58	46.51	23.26	69.77	73.04
Economically Disadvantaged	100											6.06	27.27	39.39	27.27	66.67	69.50
Students with Disabilities	RV											RV	RV	RV	RV	RV	33.68
Limited English Proficient	RV											RV	RV	RV	RV	RV	
Number of recently arrived LEP students not assessed in 8th Grade Literacy																	RV
Female	100											0	26.09	43.48	30.43	73.91	
Male	100											9.52	23.81	47.62	19.05	66.67	
Migrant	RV											RV	RV	RV	RV	RV	
8th Grade Mathematics		Annual Measurable Objective (AMO) 63.56					2012 AMO 66.60										AMO
Combined Population	100											25	22.73	43.18	9.09	52.27	69.63
TAGG	100											30.3	24.24	36.36	9.09	45.45	65.57
African American	RV											RV	RV	RV	RV	RV	
Hispanic	RV											RV	RV	RV	RV	RV	
Caucasian	100											25.58	23.26	44.19	6.98	51.16	69.48
Economically Disadvantaged	100											30.3	24.24	36.36	9.09	45.45	68.70
Students with Disabilities	RV											RV	RV	RV	RV	RV	37.50
Limited English Proficient	RV											RV	RV	RV	RV	RV	
Female	100											30.43	17.39	39.13	13.04	52.17	
Male	100											19.05	28.57	47.62	4.76	52.38	
Migrant	RV											RV	RV	RV	RV	RV	
		Download 2012 School Report Card for 2011 Benchmark Results					Download 2012 School Report Card for 2012 Benchmark Results										

INDICATOR: Achievement

		2010-2011					2011-2012					2012-2013					
Tested 2012-2013		Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	District
EOC Algebra I		Annual Measurable Objective (AMO) 63.56					2012 AMO 66.60										AMO
Combined Population	100											7.41	24.07	50	18.52	68.52	69.63
TAGG	100											10.81	24.32	51.35	13.51	64.86	65.57
African American	RV											RV	RV	RV	RV	RV	50.00
Hispanic	RV											RV	RV	RV	RV	RV	
Caucasian	100											6.25	27.08	47.92	18.75	66.67	69.48
Economically Disadvantaged	100											8.57	22.86	54.29	14.29	68.57	68.70
Students with Disabilities	RV											RV	RV	RV	RV	RV	37.50
Limited English Proficient	RV											RV	RV	RV	RV	RV	
Female	100											9.68	25.81	51.61	12.9	64.52	
Male	100											4.35	21.74	47.83	26.09	73.91	
Migrant	RV											RV	RV	RV	RV	RV	
EOC Geometry		Annual Measurable Objective (AMO) 63.56					2012 AMO 66.60										AMO
Combined Population	97.62											2.44	41.46	41.46	14.63	56.1	69.63
TAGG	96.43											0	64	24	12	36	65.57
African American	RV											RV	RV	RV	RV	RV	
Hispanic	RV											RV	RV	RV	RV	RV	
Caucasian	100											2.63	42.11	39.47	15.79	55.26	69.48
Economically Disadvantaged	96.3											0	64	24	12	36	68.70
Students with Disabilities	RV											RV	RV	RV	RV	RV	37.50
Limited English Proficient	RV											RV	RV	RV	RV	RV	
Female	100											5	50	35	10	45	
Male	95.45											0	33.33	47.62	19.05	66.67	
Migrant	RV											RV	RV	RV	RV	RV	
		Download 2012 School Report Card for 2011 Benchmark Results					Download 2012 School Report Card for 2012 Benchmark Results										

INDICATOR: Achievement

		2010-2011					2011-2012					2012-2013					District
Tested 2012-2013		Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	
EOC Biology																	
Combined Population	97.87											24.44	40	31.11	4.44	35.56	
TAGG	96.88											32.14	35.71	25	7.14	32.14	
African American	RV											RV	RV	RV	RV	RV	
Hispanic	RV											RV	RV	RV	RV	RV	
Caucasian	100											21.43	42.86	30.95	4.76	35.71	
Economically Disadvantaged	96.77											32.14	35.71	25	7.14	32.14	
Students with Disabilities	RV											RV	RV	RV	RV	RV	
Limited English Proficient	RV											RV	RV	RV	RV	RV	
Female	100											23.81	42.86	28.57	4.76	33.33	
Male	96											25	37.5	33.33	4.17	37.5	
Migrant	RV											RV	RV	RV	RV	RV	
Grade 11 Literacy		Annual Measurable Objective (AMO) 67.57					2012 AMO 70.27										AMO
Combined Population	100											4.44	35.56	53.33	6.67	60	72.98
TAGG	100											4.76	47.62	47.62	0	47.62	66.74
African American	RV											RV	RV	RV	RV	RV	100.00
Hispanic	RV											RV	RV	RV	RV	RV	
Caucasian	100											4.88	34.15	53.66	7.32	60.98	73.04
Economically Disadvantaged	100											4.76	47.62	47.62	0	47.62	69.50
Students with Disabilities	RV											RV	RV	RV	RV	RV	33.68
Limited English Proficient	RV											RV	RV	RV	RV	RV	
Number of recently arrived LEP students not assessed in Grade 11 Literacy																	RV
Female	100											0	33.33	52.38	14.29	66.67	
Male	100											8.33	37.5	54.17	0	54.17	
Migrant	RV											RV	RV	RV	RV	RV	
		Download 2012 School Report Card for 2011 Benchmark Results					Download 2012 School Report Card for 2012 Benchmark Results										

INDICATOR: Achievement - State NAEP Results

	2010-2011					2012-2013				
	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced
4th Grade Literacy										
All Students	37	33	24	6	30	34	34	25	7	32
African American	60	29	10	1	11	55	30	13	2	15
Hispanic	50	32	15	3	18	43	33	19	5	24
Caucasian	28	34	30	8	38	26	36	30	8	38
Economically Disadvantaged	47	33	18	3	21	44	34	19	3	22
Students with Disabilities	75	16	8	1	9	72	19	8	2	10
Limited English Proficient	59	27	12	2	14	53	31	15	2	17
4th Grade Mathematics										
All Students	19	43	33	4	37	17	44	34	5	39
African American	42	42	15	1	16	36	47	16	0	16
Hispanic	24	48	25	3	28	21	48	28	2	30
Caucasian	12	43	39	6	45	11	42	40	7	47
Economically Disadvantaged	27	47	24	2	26	23	49	26	2	28
Students with Disabilities	50	35	14	1	15	44	37	16	2	18
Limited English Proficient	26	50	24	1	25	24	49	24	3	27

NAEP Participation Rates

4th Grade Students with Disabilities (Literacy) = 89.00	4th Grade Students with Disabilities (Literacy) = 92.00
4th Grade Limited English Proficient (Literacy) = 98.00	4th Grade Limited English Proficient (Literacy) = 98.00
4th Grade Students with Disabilities (Mathematics) = 92.00	4th Grade Students with Disabilities (Mathematics) = 90.00
4th Grade Limited English Proficient (Mathematics) = 98.00	4th Grade Limited English Proficient (Mathematics) = 99.00

INDICATOR: Achievement - State NAEP Results

	2010-2011					2012-2013				
	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced
8th Grade Literacy										
All Students	29	43	26	2	28	27	43	27	3	30
African American	54	36	9	0	9	47	41	12	1	13
Hispanic	36	44	20	1	21	31	48	20	1	21
Caucasian	21	44	33	2	35	20	42	33	4	37
Economically Disadvantaged	40	42	17	1	18	36	44	19	1	20
Students with Disabilities	74	21	4	0	4	70	23	6	1	7
Limited English Proficient	53	39	7	1	8	45	43	12	0	12
8th Grade Mathematics										
All Students	30	41	24	5	29	31	41	23	5	28
African American	56	35	8	1	9	59	32	9	0	9
Hispanic	36	44	18	2	20	32	48	18	2	20
Caucasian	21	42	31	6	37	22	44	28	6	34
Economically Disadvantaged	40	42	16	2	18	42	42	15	2	17
Students with Disabilities	78	19	3	0	3	73	21	5	1	6
Limited English Proficient	53	39	8	1	9	42	46	11	1	12

NAEP Participation Rates

8th Grade Students with Disabilities (Literacy) = 87.00
8th Grade Limited English Proficient (Literacy) = 98.00
8th Grade Students with Disabilities (Mathematics) = 88.00
8th Grade Limited English Proficient (Mathematics) = 96.00

8th Grade Students with Disabilities (Literacy) = 83.00
8th Grade Limited English Proficient (Literacy) = 96.00
8th Grade Students with Disabilities (Mathematics) = 84.00
8th Grade Limited English Proficient (Mathematics) = 96.00

INDICATOR: Achievement

	2010-2011			2011-2012			2012-2013		
	School	District	State	School	District	State	School	District	State
Grade One Reading Comprehension		---	---		---	---		62	56
Grade One Math Problems		---	---		---	---		69	56
Grade Two Reading Comprehension		---	---		---	---		68	59
Grade Two Math Problems		---	---		---	---		59	58
Grade Three Reading		---	---		---	---		56	51
Grade Three Math		---	---		---	---		57	55
Grade Four Reading		---	---		---	---		57	53
Grade Four Math		---	---		---	---		68	61
Grade Five Reading		---	---		---	---		48	47
Grade Five Math		---	---		---	---		47	55
Grade Five Science		---	---		---	---		62	60
Grade Six Reading		---	---		---	---		46	46
Grade Six Math		---	---		---	---		39	55
Grade Seven Reading		---	---		---	---		42	50
Grade Seven Math		---	---		---	---		46	54
Grade Seven Science		---	---		---	---		51	61
Grade Eight Reading		---	---		---	---		49	53
Grade Eight Math		---	---		---	---		48	54
Grade Nine Reading Comprehension		---	---		---	---		36	50
Grade Nine Math Concepts and Problems		---	---		---	---		36	49

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INDICATOR: Achievement

	2010-2011			2011-2012			2012-2013		
	School	District	State	School	District	State	School	District	State
American College Test (ACT)									
Number of Students Taking Voluntary Universal ACT		---	---		---	---			6,692
District Provided Remediation for Students Taking Voluntary Universal ACT								N	48
Number of Students in College and Career Readiness Planning (CCRPP)		---	---		---	---		30	1,790
Number of Students Taking ACT in Grades 9-11		---	---		---	---		29	26,174
Number of Students Taking ACT in Grade 12		---	---		---	---		35	18,507
ACT Reading		---	---		---	---		22.43	21.67
ACT English		---	---		---	---		21.34	21.31
ACT Mathematics		---	---		---	---		19.86	20.73
ACT Science		---	---		---	---		20.86	21.04
ACT Composite		---	---		---	---		21.21	21.31
Scholastic Assessment Test (SAT)									
Number of Students Taking SAT College Admission Test		---	---		---	---		0	897
SAT Critical Reading Mean		---	---		---	---			473
SAT Math Mean		---	---		---	---			472
SAT Writing Mean		---	---		---	---			459
Advanced Placement Courses (AP)									
Number of Students Taking Advanced Placement (AP) Courses		---	---		---	---		29	24,364
Number of AP Exams Taken		---	---		---	---		40	42,545
Number of AP Exams Scored 3, 4, or 5		---	---		---	---		4	13,296
Number of Students Taking International Baccalaureate Courses		---	---		---	---			219

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INDICATOR: School Performance

	2010-2011			2011-2012			2012-2013		
	School	District	State	School	District	State	School	District	State
No Child Left Behind Met Adequate Yearly Progress (AYP)									
Achieving Standards									
First Year Not to Meet Standards (Alert)									
Year One of Targeted School Improvement**									
Year Two of Targeted School Improvement									
Targeted Corrective Action									
Targeted Intensive School Improvement									
Targeted Restructuring									
Year One of Whole School Improvement									
Year Two of Whole School Improvement									
Whole School Corrective Action									
Whole School Intensive Improvement									
Whole School Intensive Restructuring									
State Directed									
	Download 2011 School Report Card for 2011 No Child Left Behind Results								
Arkansas ESEA Accountability									
Needs Improvement								1	797
Needs Improvement Priority								0	38
Needs Improvement Priority Met Year 1 Exit Criteria								0	4
Needs Improvement Focus								0	80
Needs Improvement Focus Met Year 1 Exit Criteria								0	8
Achieving								1	130
Exemplary								0	9
				Download 2012 School Report Card for 2012 ESEA results					
Improvement School Rating (Gains)									
Improvement (Gain) School Rating									
1 - Schools in need of Immediate Improvement		2	428		0	85			
2 - Schools Approaching Standards (Alert)		2	502		0	232			
3 - Schools Meeting Improvement Standards		0	624		1	349			
4 - Schools Exceeding Improvement Standards		0	366		1	264			
5 - Schools of Excellence for Improvement		0	98		0	76			

INDICATOR: School Performance

	2010-2011			2011-2012			2012-2013		
	School	District	State	School	District	State	School	District	State
Performance School Rating (Gains)									
Performance (Status) School Rating									
1 - Schools in need of Immediate Improvement			7			9			
2 - Schools Approaching Standards (Alert)			16			10			
3 - Schools Meeting Standards			187			150			
4 - Schools Exceeding Standards			496			416			
5 - Schools of Excellence			321			444			
District Provides Textbooks or Digital Resources for all Pupils									
District Provides Textbooks or Digital Resources for all Pupils		Y	100 %		Y	100 %		Y	100 %
Annual Accreditation Status									
Annual Accreditation Status Accredited		1	859		0	838		2	783
Accredited-Cited		1	185		2	212		0	249
Accredited-Probationary		0	25		0	18		0	30
Attendance Rate (*State Goal 91.13%)									
Attendance Rate Combined		94.4 %	94.7 %		94.6 %	95.2 %		94.0 %	94.1 %
Attendance Rate for Targeted Achievement Gap Group								93.7 %	93.9 %
Attendance Rate African American								93.5 %	94.1 %
Attendance Rate Hispanic								89.3 %	94.5 %
Attendance Rate Caucasian								94.4 %	94.0 %
Attendance Rate Economically Disadvantaged								93.6 %	93.7 %
Attendance Rate Students with Disabilities								93.9 %	94.0 %
Attendance Rate Limited English Proficient									94.8 %

INDICATOR: School Performance

	2010-2011			2011-2012			2012-2013		
	School	District	State	School	District	State	School	District	State
Dropout Rate									
Dropout Rate		1.03 %	2.58 %		0.93 %	2.43 %		2.44 %	2.12 %
Graduation Rate (*State Goal 85%)									
Graduation Rate Combined		71.7 %	79.6 %		96.6 %	84.1 %		89.6 %	84.9 %
Graduation Rate for Targeted Achievement Gap Group		75.0 %	74.6 %		90.9 %	79.3 %		83.9 %	80.5 %
Graduation Rate African American		100.0 %	71.4 %		0.0 %	78.1 %		100.0 %	78.1 %
Graduation Rate Hispanic		100.0 %	74.0 %		100.0 %	78.0 %		0.0 %	81.8 %
Graduation Rate Caucasian		69.0 %	83.2 %		96.5 %	87.0 %		90.6 %	87.8 %
Graduation Rate Economically Disadvantaged		75.0 %	74.5 %		90.5 %	79.1 %		83.9 %	80.3 %
Graduation Rate Students with Disabilities		66.7 %	73.8 %		75.0 %	79.2 %		100.0 %	80.4 %
Graduation Rate Limited English Proficient		0.0 %	71.1 %		0.0 %	77.3 %		0.0 %	80.8 %
Grade Inflation Rate		---	---		---	---		2.2 %	2.51 %
College Remediation Rate		61.1 %	47.8 %		41.4 %	49.4 %		36.0 %	43.0 %
Enrollment									
October 1 Enrollment		611	468,066		632	468,656		641	471,867

INDICATOR: School Environment

	2010-2011			2011-2012			2012-2013		
	School	District	State	School	District	State	School	District	State
Discipline Policies Distributed to Parents		100 %	100 %		100 %	100 %		100 %	100 %
Discipline Training Provided to Staff		100 %	100 %		100 %	100 %		100 %	100 %
Parental Involvement Plan Adopted		100 %	100 %		100 %	100 %		100 %	100 %
District Alternative Learning Environment Compliance		Y	97.67 %		Y	98.83 %		Y	96.89 %
Expulsions		---	505		---	378		---	471
Weapons Incidents		---	711		---	690		---	763
Staff Assaults		---	408		---	436		---	495
Student Assaults		---	1,952		---	1,944		---	2,302

INDICATOR: Retention

	2010-2011			2011-2012			2012-2013		
	School	District	State	School	District	State	School	District	State
Number of Students Retained at Grade 1		2	1,655		3	1,534		1	1,416
Percent of Students Retained at Grade 1		5.56 %	4.40 %		7.50 %	4.09 %		2.33 %	3.82 %
Number of Students Retained at Grade 2		0	633		2	594		3	558
Percent of Students Retained at Grade 2		0.00 %	1.72 %		5.71 %	1.62 %		7.32 %	1.53 %
Number of Students Retained at Grade 3		0	287		0	305		0	240
Percent of Students Retained at Grade 3		0.00 %	0.78 %		0.00 %	0.84 %		0.00 %	0.66 %
Number of Students Retained at Grade 4		1	148		0	141		0	114
Percent of Students Retained at Grade 4		1.89 %	0.40 %		0.00 %	0.38 %		0.00 %	0.32 %
Number of Students Retained at Grade 5		0	105		0	84		0	101
Percent of Students Retained at Grade 5		0.00 %	0.29 %		0.00 %	0.23 %		0.00 %	0.28 %
Number of Students Retained at Grade 6		0	134		0	137		0	135
Percent of Students Retained at Grade 6		0.00 %	0.37 %		0.00 %	0.37 %		0.00 %	0.37 %
Number of Students Retained at Grade 7		0	367		0	317		0	296
Percent of Students Retained at Grade 7		0.00 %	1.01 %		0.00 %	0.86 %		0.00 %	0.81 %
Number of Students Retained at Grade 8		0	392		0	253		0	251
Percent of Students Retained at Grade 8		0.00 %	1.08 %		0.00 %	0.70 %		0.00 %	0.69 %

INDICATOR: Teacher Quality

	2010-2011			2011-2012			2012-2013		
	School	District	State	School	District	State	School	District	State
% Teachers Completely Certified (Licensed)		---	---		---	---		100.0 %	97.9 %
% Teachers with Emergency / Provisional Credentials		---	---		---	---		0.0 %	0.9 %
% Teachers with Bachelor's Degree		71.0 %	61.0 %		75.0 %	59.0 %		69.0 %	59.0 %
% Teachers with Master's Degree		29.0 %	39.0 %		25.0 %	40.0 %		31.0 %	40.0 %
% Teachers with Advanced Degree		0.0 %	1.0 %		0.0 %	1.0 %		0.0 %	1.0 %
HQ Teachers in High Poverty Schools									
% Core Academic Classes not Taught by HQ Teachers		---	---		---	---		0.0 %	0.9 %
HQ Teachers in Low Poverty Schools									
% Core Academic Classes not Taught by HQ Teachers		---	---		0.0 %	---		0.0 %	0.6 %
HQ Teachers Aggregate of All Economic Levels									
% Core Academic Classes not Taught by HQ Teachers		---	---		0.0 %	---		0.0 %	0.6 %
School Board Members							Hours of Training		
Patricia Black							9.00		
Deborah Buehrer							9.00		
Janette McBride							9.00		
Billy Swink							6.00		
Jackie Terrell							6.00		

INDICATOR: School Choice

Percent of Students School Choice

2010-2011			2011-2012			2012-2013		
School	District	State	School	District	State	School	District	State
	26.68 %	3.34 %		19.62 %	2.90 %		20.28 %	2.68 %

INDICATOR: School Funding

	2010-2011			2011-2012			2012-2013		
	School	District	State	School	District	State	School	District	State
Mills Voted		38.0	37.0		38.0	37.2		38.0	37.4
Expenditure Per Student		\$8,364	\$9,315		\$8,457	\$9,379		\$8,298	\$9,324
Average Teacher Salary		\$43,197	\$46,663		\$43,438	\$46,946		\$45,990	\$47,316
Total Expenditures		\$6,027,749	\$5,171,678,766		\$5,686,482	\$5,196,885,067		\$5,483,996	\$5,088,669,535
Instructional Expenditures		\$2,894,610	\$2,508,579,625		\$2,988,323	\$2,485,540,210		\$2,960,107	\$2,472,977,282
Administrative Expenditures		\$404,779	\$315,455,818		\$411,740	\$317,870,955		\$421,726	\$312,346,508
Extracurricular Expenditures		\$284,269	\$165,701,106		\$356,381	\$201,604,356		\$266,321	\$184,520,020
Capital Expenditures		\$698,340	\$649,987,805		\$270,592	\$608,547,135		\$120,107	\$531,101,753
Debt Service Expenditures		\$194,377	\$226,232,300		\$231,705	\$267,265,988		\$255,299	\$235,094,970
Free and Reduced Meals									
Percent of Students Eligible for Free and Reduced Meals		54.0 %	60.0 %		51.9 %	60.5 %		55.1 %	60.3 %
State Free and Reduced-Price Meal Rate***			58.2 %			60.3 %			60.7 %
National Free and Reduced-Price Meal Rate**			49.2 %			53.9 %			50.6 %

**Source: FNS National databank for federal fiscal year 2013.
***State Free and Reduced Meal Rate includes preschool and adult education students.

Hartford School District

District Report Card 2012-2013
508 W Main St | Hartford , AR 72938
479-639-5002

Superintendent

Teresa Ragsdale

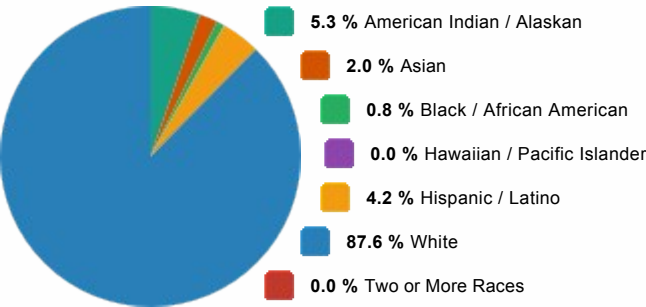


DISTRICT CHARACTERISTICS

Enrollment	356
Avg. Class Size	11
Avg. years teaching Experience	9
Per pupil spending	
• District avg.	\$9,808
• State avg.	\$9,324
School Choice Transfers	16

STUDENT DEMOGRAPHICS

Race/Ethnicity Statistics



Other Demographics

Limited English proficiency

N/D

Low-income

72 %

Students eligible to receive special education

16 %

INDICATOR: Achievement

		2010-2011					2011-2012					2012-2013					
Tested 2012-2013		Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	District
3rd Grade Literacy		Annual Measurable Objective (AMO) 68.42					2012 AMO 71.05										AMO
Combined Population	100											17.39	8.7	39.13	34.78	73.91	73.68
TAGG	100											23.53	11.76	35.29	29.41	64.71	71.10
African American	RV											RV	RV	RV	RV	RV	100.00
Hispanic	RV											RV	RV	RV	RV	RV	72.23
Caucasian	100											20	10	35	35	70	72.78
Economically Disadvantaged	100											23.53	11.76	35.29	29.41	64.71	71.75
Students with Disabilities	RV											RV	RV	RV	RV	RV	34.53
Limited English Proficient	RV											RV	RV	RV	RV	RV	
Number of recently arrived LEP students not assessed in 3rd Grade Literacy																	RV
Female	RV											RV	RV	RV	RV	RV	
Male	100											21.43	7.14	57.14	14.29	71.43	
Migrant	RV											RV	RV	RV	RV	RV	
3rd Grade Mathematics		Annual Measurable Objective (AMO) 63.58					2012 AMO 66.62										AMO
Combined Population	100											8.7	8.7	30.43	52.17	82.61	69.65
TAGG	100											11.76	5.88	35.29	47.06	82.35	69.16
African American	RV											RV	RV	RV	RV	RV	58.33
Hispanic	RV											RV	RV	RV	RV	RV	100.00
Caucasian	100											10	10	35	45	80	68.75
Economically Disadvantaged	100											11.76	5.88	35.29	47.06	82.35	69.44
Students with Disabilities	RV											RV	RV	RV	RV	RV	38.28
Limited English Proficient	RV											RV	RV	RV	RV	RV	
Female	RV											RV	RV	RV	RV	RV	
Male	100											7.14	14.29	35.71	42.86	78.57	
Migrant	RV											RV	RV	RV	RV	RV	
		Download 2012 School Report Card for 2011 Benchmark Results					Download 2012 School Report Card for 2012 Benchmark Results										

INDICATOR: Achievement

		2010-2011					2011-2012					2012-2013					
Tested 2012-2013		Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	District
4th Grade Literacy		Annual Measurable Objective (AMO) 68.42					2012 AMO 71.05										AMO
Combined Population	95.45											0	29.41	52.94	17.65	70.59	73.68
TAGG	94.44											0	35.71	42.86	21.43	64.29	71.10
African American	RV											RV	RV	RV	RV	RV	
Hispanic	RV											RV	RV	RV	RV	RV	72.23
Caucasian	94.44											0	38.46	46.15	15.38	61.54	72.78
Economically Disadvantaged	93.75											0	38.46	38.46	23.08	61.54	71.75
Students with Disabilities	RV											RV	RV	RV	RV	RV	34.53
Limited English Proficient	RV											RV	RV	RV	RV	RV	
Number of recently arrived LEP students not assessed in 4th Grade Literacy																	RV
Female	RV											RV	RV	RV	RV	RV	
Male	93.33											0	30	60	10	70	
Migrant	RV											RV	RV	RV	RV	RV	
4th Grade Mathematics		Annual Measurable Objective (AMO) 63.58					2012 AMO 66.62										AMO
Combined Population	95.45											11.76	17.65	35.29	35.29	70.59	69.65
TAGG	94.44											14.29	21.43	35.71	28.57	64.29	69.16
African American	RV											RV	RV	RV	RV	RV	
Hispanic	RV											RV	RV	RV	RV	RV	100.00
Caucasian	94.44											15.38	23.08	38.46	23.08	61.54	68.75
Economically Disadvantaged	93.75											15.38	15.38	38.46	30.77	69.23	69.44
Students with Disabilities	RV											RV	RV	RV	RV	RV	38.28
Limited English Proficient	RV											RV	RV	RV	RV	RV	
Female	RV											RV	RV	RV	RV	RV	
Male	93.33											10	10	40	40	80	
Migrant	RV											RV	RV	RV	RV	RV	
		Download 2012 School Report Card for 2011 Benchmark Results					Download 2012 School Report Card for 2012 Benchmark Results										

INDICATOR: Achievement

		2010-2011					2011-2012					2012-2013					
Tested 2012-2013		Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	District
5th Grade Literacy		Annual Measurable Objective (AMO) 68.42					2012 AMO 71.05										AMO
Combined Population	100											4.17	4.17	33.33	58.33	91.67	73.68
TAGG	100											4.55	4.55	36.36	54.55	90.91	71.10
African American	RV											RV	RV	RV	RV	RV	100.00
Hispanic	RV											RV	RV	RV	RV	RV	72.23
Caucasian	100											5.26	5.26	31.58	57.89	89.47	72.78
Economically Disadvantaged	100											4.55	4.55	36.36	54.55	90.91	71.75
Students with Disabilities	RV											RV	RV	RV	RV	RV	34.53
Limited English Proficient	RV											RV	RV	RV	RV	RV	
Number of recently arrived LEP students not assessed in 5th Grade Literacy																	RV
Female	RV											RV	RV	RV	RV	RV	
Male	100											6.67	6.67	40	46.67	86.67	
Migrant	RV											RV	RV	RV	RV	RV	
5th Grade Mathematics		Annual Measurable Objective (AMO) 63.58					2012 AMO 66.62										AMO
Combined Population	100											20.83	12.5	41.67	25	66.67	69.65
TAGG	100											22.73	13.64	40.91	22.73	63.64	69.16
African American	RV											RV	RV	RV	RV	RV	58.33
Hispanic	RV											RV	RV	RV	RV	RV	100.00
Caucasian	100											26.32	10.53	36.84	26.32	63.16	68.75
Economically Disadvantaged	100											22.73	13.64	40.91	22.73	63.64	69.44
Students with Disabilities	RV											RV	RV	RV	RV	RV	38.28
Limited English Proficient	RV											RV	RV	RV	RV	RV	
Female	RV											RV	RV	RV	RV	RV	
Male	100											13.33	13.33	60	13.33	73.33	
Migrant	RV											RV	RV	RV	RV	RV	
		Download 2012 School Report Card for 2011 Benchmark Results					Download 2012 School Report Card for 2012 Benchmark Results										

INDICATOR: Achievement

		2010-2011					2011-2012					2012-2013					District
Tested 2012-2013		Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	
5th Grade Science																	
Combined Population	100											12.5	37.5	50	0	50	
TAGG	100											13.64	40.91	45.45	0	45.45	
African American	RV											RV	RV	RV	RV	RV	
Hispanic	RV											RV	RV	RV	RV	RV	
Caucasian	100											15.79	36.84	47.37	0	47.37	
Economically Disadvantaged	100											13.64	40.91	45.45	0	45.45	
Students with Disabilities	RV											RV	RV	RV	RV	RV	
Limited English Proficient	RV											RV	RV	RV	RV	RV	
Female	RV											RV	RV	RV	RV	RV	
Male	100											13.33	40	46.67	0	46.67	
Migrant	RV											RV	RV	RV	RV	RV	
6th Grade Literacy		Annual Measurable Objective (AMO) 68.42					2012 AMO 71.05										AMO
Combined Population	100											3.85	23.08	46.15	26.92	73.08	73.68
TAGG	100											5	20	55	20	75	71.10
African American	RV											RV	RV	RV	RV	RV	72.23
Hispanic	RV											RV	RV	RV	RV	RV	
Caucasian	100											5	30	40	25	65	72.78
Economically Disadvantaged	100											5	20	55	20	75	71.75
Students with Disabilities	RV											RV	RV	RV	RV	RV	RV
Limited English Proficient	RV											RV	RV	RV	RV	RV	
Number of recently arrived LEP students not assessed in 6th Grade Literacy																	RV
Female	100											0	14.29	50	35.71	85.71	
Male	100											8.33	33.33	41.67	16.67	58.33	
Migrant	RV											RV	RV	RV	RV	RV	
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INDICATOR: Achievement

		2010-2011					2011-2012					2012-2013					
Tested 2012-2013		Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	District
6th Grade Mathematics		Annual Measurable Objective (AMO) 63.58					2012 AMO 66.62										AMO
Combined Population	100											3.85	23.08	50	23.08	73.08	69.65
TAGG	100											5	25	55	15	70	69.16
African American	RV											RV	RV	RV	RV	RV	
Hispanic	RV											RV	RV	RV	RV	RV	100.00
Caucasian	100											5	20	55	20	75	68.75
Economically Disadvantaged	100											5	25	55	15	70	69.44
Students with Disabilities	RV											RV	RV	RV	RV	RV	
Limited English Proficient	RV											RV	RV	RV	RV	RV	
Female	100											7.14	21.43	35.71	35.71	71.43	
Male	100											0	25	66.67	8.33	75	
Migrant	RV											RV	RV	RV	RV	RV	
7th Grade Literacy		Annual Measurable Objective (AMO) 68.42					2012 AMO 71.05										AMO
Combined Population	100											14.29	39.29	28.57	17.86	46.43	73.68
TAGG	100											17.39	43.48	26.09	13.04	39.13	71.10
African American	RV											RV	RV	RV	RV	RV	
Hispanic	RV											RV	RV	RV	RV	RV	
Caucasian	100											14.29	39.29	28.57	17.86	46.43	72.78
Economically Disadvantaged	100											19.05	42.86	23.81	14.29	38.1	71.75
Students with Disabilities	RV											RV	RV	RV	RV	RV	34.53
Limited English Proficient	RV											RV	RV	RV	RV	RV	
Number of recently arrived LEP students not assessed in 7th Grade Literacy																	RV
Female	100											7.14	42.86	21.43	28.57	50	
Male	100											21.43	35.71	35.71	7.14	42.86	
Migrant	RV											RV	RV	RV	RV	RV	
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INDICATOR: Achievement

		2010-2011					2011-2012					2012-2013					
Tested 2012-2013		Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	District
7th Grade Mathematics		Annual Measurable Objective (AMO) 63.58					2012 AMO 66.62										AMO
Combined Population	100											39.29	28.57	21.43	10.71	32.14	69.65
TAGG	100											43.48	30.43	17.39	8.7	26.09	69.16
African American	RV											RV	RV	RV	RV	RV	
Hispanic	RV											RV	RV	RV	RV	RV	
Caucasian	100											39.29	28.57	21.43	10.71	32.14	68.75
Economically Disadvantaged	100											42.86	28.57	19.05	9.52	28.57	69.44
Students with Disabilities	RV											RV	RV	RV	RV	RV	38.28
Limited English Proficient	RV											RV	RV	RV	RV	RV	
Female	100											28.57	35.71	14.29	21.43	35.71	
Male	100											50	21.43	28.57	0	28.57	
Migrant	RV											RV	RV	RV	RV	RV	
7th Grade Science																	
Combined Population	100											39.29	42.86	17.86	0	17.86	
TAGG	100											43.48	43.48	13.04	0	13.04	
African American	RV											RV	RV	RV	RV	RV	
Hispanic	RV											RV	RV	RV	RV	RV	
Caucasian	100											39.29	42.86	17.86	0	17.86	
Economically Disadvantaged	100											47.62	38.1	14.29	0	14.29	
Students with Disabilities	RV											RV	RV	RV	RV	RV	
Limited English Proficient	RV											RV	RV	RV	RV	RV	
Female	100											35.71	42.86	21.43	0	21.43	
Male	100											42.86	42.86	14.29	0	14.29	
Migrant	RV											RV	RV	RV	RV	RV	
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INDICATOR: Achievement

		2010-2011					2011-2012					2012-2013					
Tested 2012-2013		Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	District
8th Grade Literacy		Annual Measurable Objective (AMO) 68.42					2012 AMO 71.05										AMO
Combined Population	93.33											4	40	40	16	56	73.68
TAGG	92.31											4.35	39.13	39.13	17.39	56.52	71.10
African American	RV											RV	RV	RV	RV	RV	
Hispanic	RV											RV	RV	RV	RV	RV	72.23
Caucasian	91.67											5	40	45	10	55	72.78
Economically Disadvantaged	92											4.55	36.36	40.91	18.18	59.09	71.75
Students with Disabilities	RV											RV	RV	RV	RV	RV	34.53
Limited English Proficient	RV											RV	RV	RV	RV	RV	
Number of recently arrived LEP students not assessed in 8th Grade Literacy																	RV
Female	100											6.67	40	40	13.33	53.33	
Male	86.67											0	40	40	20	60	
Migrant	RV											RV	RV	RV	RV	RV	
8th Grade Mathematics		Annual Measurable Objective (AMO) 63.58					2012 AMO 66.62										AMO
Combined Population	93.33											44	20	32	4	36	69.65
TAGG	92.31											47.83	21.74	26.09	4.35	30.43	69.16
African American	RV											RV	RV	RV	RV	RV	
Hispanic	RV											RV	RV	RV	RV	RV	100.00
Caucasian	91.67											45	20	35	0	35	68.75
Economically Disadvantaged	92											45.45	22.73	27.27	4.55	31.82	69.44
Students with Disabilities	RV											RV	RV	RV	RV	RV	38.28
Limited English Proficient	RV											RV	RV	RV	RV	RV	
Female	100											46.67	13.33	40	0	40	
Male	86.67											40	30	20	10	30	
Migrant	RV											RV	RV	RV	RV	RV	

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INDICATOR: Achievement

		2010-2011					2011-2012					2012-2013					
Tested 2012-2013		Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	District
EOC Algebra I		Annual Measurable Objective (AMO) 63.58					2012 AMO 66.62										AMO
Combined Population	100											3.57	32.14	53.57	10.71	64.29	69.65
TAGG	100											0	40	55	5	60	69.16
African American	RV											RV	RV	RV	RV	RV	
Hispanic	RV											RV	RV	RV	RV	RV	100.00
Caucasian	100											4	36	48	12	60	68.75
Economically Disadvantaged	100											0	40	55	5	60	69.44
Students with Disabilities	RV											RV	RV	RV	RV	RV	
Limited English Proficient	RV											RV	RV	RV	RV	RV	
Female	100											0	41.67	50	8.33	58.33	
Male	100											6.25	25	56.25	12.5	68.75	
Migrant	RV											RV	RV	RV	RV	RV	
EOC Geometry		Annual Measurable Objective (AMO) 63.58					2012 AMO 66.62										AMO
Combined Population	RV											RV	RV	RV	RV	RV	69.65
TAGG	RV											RV	RV	RV	RV	RV	69.16
African American	RV											RV	RV	RV	RV	RV	
Hispanic	RV											RV	RV	RV	RV	RV	100.00
Caucasian	RV											RV	RV	RV	RV	RV	68.75
Economically Disadvantaged	RV											RV	RV	RV	RV	RV	69.44
Students with Disabilities	RV											RV	RV	RV	RV	RV	
Limited English Proficient	RV											RV	RV	RV	RV	RV	
Female	RV											RV	RV	RV	RV	RV	
Male	RV											RV	RV	RV	RV	RV	
Migrant	RV											RV	RV	RV	RV	RV	
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INDICATOR: Achievement

		2010-2011					2011-2012					2012-2013						
Tested 2012-2013		Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	District	
EOC Biology																		
Combined Population	100											43.75	43.75	9.38	3.12	12.5		
TAGG	100											45.45	45.45	9.09	0	9.09		
African American	RV											RV	RV	RV	RV	RV		
Hispanic	RV											RV	RV	RV	RV	RV		
Caucasian	100											50	42.31	7.69	0	7.69		
Economically Disadvantaged	100											40	50	10	0	10		
Students with Disabilities	RV											RV	RV	RV	RV	RV		
Limited English Proficient	RV											RV	RV	RV	RV	RV		
Female	100											46.15	46.15	0	7.69	7.69		
Male	100											42.11	42.11	15.79	0	15.79		
Migrant	RV											RV	RV	RV	RV	RV		
Grade 11 Literacy		Annual Measurable Objective (AMO)				68.42	2012 AMO				71.05						AMO	
Combined Population	85.71											17.39	47.83	30.43	4.35	34.78	73.68	
TAGG	92.31											9.09	54.55	27.27	9.09	36.36	71.10	
African American	RV											RV	RV	RV	RV	RV	72.23	
Hispanic	RV											RV	RV	RV	RV	RV		
Caucasian	84											20	50	25	5	30		
Economically Disadvantaged	100											10	50	30	10	40	71.75	
Students with Disabilities	RV											RV	RV	RV	RV	RV	34.53	
Limited English Proficient	RV											RV	RV	RV	RV	RV	RV	
Number of recently arrived LEP students not assessed in Grade 11 Literacy																		
Female	RV											RV	RV	RV	RV	RV		
Male	77.78											21.43	50	28.57	0	28.57		
Migrant	RV											RV	RV	RV	RV	RV		
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INDICATOR: Achievement - State NAEP Results

	2010-2011					2012-2013				
	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced
4th Grade Literacy										
All Students	37	33	24	6	30	34	34	25	7	32
African American	60	29	10	1	11	55	30	13	2	15
Hispanic	50	32	15	3	18	43	33	19	5	24
Caucasian	28	34	30	8	38	26	36	30	8	38
Economically Disadvantaged	47	33	18	3	21	44	34	19	3	22
Students with Disabilities	75	16	8	1	9	72	19	8	2	10
Limited English Proficient	59	27	12	2	14	53	31	15	2	17
4th Grade Mathematics										
All Students	19	43	33	4	37	17	44	34	5	39
African American	42	42	15	1	16	36	47	16	0	16
Hispanic	24	48	25	3	28	21	48	28	2	30
Caucasian	12	43	39	6	45	11	42	40	7	47
Economically Disadvantaged	27	47	24	2	26	23	49	26	2	28
Students with Disabilities	50	35	14	1	15	44	37	16	2	18
Limited English Proficient	26	50	24	1	25	24	49	24	3	27

NAEP Participation Rates

4th Grade Students with Disabilities (Literacy) = 89.00
4th Grade Limited English Proficient (Literacy) = 98.00
4th Grade Students with Disabilities (Mathematics) = 92.00
4th Grade Limited English Proficient (Mathematics) = 98.00

4th Grade Students with Disabilities (Literacy) = 92.00
4th Grade Limited English Proficient (Literacy) = 98.00
4th Grade Students with Disabilities (Mathematics) = 90.00
4th Grade Limited English Proficient (Mathematics) = 99.00

INDICATOR: Achievement - State NAEP Results

	2010-2011					2012-2013				
	Below Basic	Basic	Proficient	Advanced	Prof & Advanced	Below Basic	Basic	Proficient	Advanced	Prof & Advanced
8th Grade Literacy										
All Students	29	43	26	2	28	27	43	27	3	30
African American	54	36	9	0	9	47	41	12	1	13
Hispanic	36	44	20	1	21	31	48	20	1	21
Caucasian	21	44	33	2	35	20	42	33	4	37
Economically Disadvantaged	40	42	17	1	18	36	44	19	1	20
Students with Disabilities	74	21	4	0	4	70	23	6	1	7
Limited English Proficient	53	39	7	1	8	45	43	12	0	12
8th Grade Mathematics										
All Students	30	41	24	5	29	31	41	23	5	28
African American	56	35	8	1	9	59	32	9	0	9
Hispanic	36	44	18	2	20	32	48	18	2	20
Caucasian	21	42	31	6	37	22	44	28	6	34
Economically Disadvantaged	40	42	16	2	18	42	42	15	2	17
Students with Disabilities	78	19	3	0	3	73	21	5	1	6
Limited English Proficient	53	39	8	1	9	42	46	11	1	12

NAEP Participation Rates

8th Grade Students with Disabilities (Literacy) = 87.00
8th Grade Limited English Proficient (Literacy) = 98.00
8th Grade Students with Disabilities (Mathematics) = 88.00
8th Grade Limited English Proficient (Mathematics) = 96.00

8th Grade Students with Disabilities (Literacy) = 83.00
8th Grade Limited English Proficient (Literacy) = 96.00
8th Grade Students with Disabilities (Mathematics) = 84.00
8th Grade Limited English Proficient (Mathematics) = 96.00

INDICATOR: Achievement

	2010-2011			2011-2012			2012-2013		
	School	District	State	School	District	State	School	District	State
Grade One Reading Comprehension		---	---		---	---		51	56
Grade One Math Problems		---	---		---	---		43	56
Grade Two Reading Comprehension		---	---		---	---		55	59
Grade Two Math Problems		---	---		---	---		57	58
Grade Three Reading		---	---		---	---		51	51
Grade Three Math		---	---		---	---		62	55
Grade Four Reading		---	---		---	---		49	53
Grade Four Math		---	---		---	---		66	61
Grade Five Reading		---	---		---	---		52	47
Grade Five Math		---	---		---	---		55	55
Grade Five Science		---	---		---	---		60	60
Grade Six Reading		---	---		---	---		45	46
Grade Six Math		---	---		---	---		47	55
Grade Seven Reading		---	---		---	---		40	50
Grade Seven Math		---	---		---	---		38	54
Grade Seven Science		---	---		---	---		50	61
Grade Eight Reading		---	---		---	---		44	53
Grade Eight Math		---	---		---	---		39	54
Grade Nine Reading Comprehension		---	---		---	---		55	50
Grade Nine Math Concepts and Problems		---	---		---	---		54	49

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INDICATOR: Achievement

	2010-2011			2011-2012			2012-2013		
	School	District	State	School	District	State	School	District	State
American College Test (ACT)									
Number of Students Taking Voluntary Universal ACT		---	---		---	---			6,692
District Provided Remediation for Students Taking Voluntary Universal ACT								N	48
Number of Students in College and Career Readiness Planning (CCRPP)		---	---		---	---		4	1,790
Number of Students Taking ACT in Grades 9-11		---	---		---	---		15	26,174
Number of Students Taking ACT in Grade 12		---	---		---	---		6	18,507
ACT Reading		---	---		---	---		20.85	21.67
ACT English		---	---		---	---		17.57	21.31
ACT Mathematics		---	---		---	---		17.14	20.73
ACT Science		---	---		---	---		17.71	21.04
ACT Composite		---	---		---	---		18.42	21.31
Scholastic Assessment Test (SAT)									
Number of Students Taking SAT College Admission Test		---	---		---	---		0	897
SAT Critical Reading Mean		---	---		---	---			473
SAT Math Mean		---	---		---	---			472
SAT Writing Mean		---	---		---	---			459
Advanced Placement Courses (AP)									
Number of Students Taking Advanced Placement (AP) Courses		---	---		---	---		14	24,364
Number of AP Exams Taken		---	---		---	---		14	42,545
Number of AP Exams Scored 3, 4, or 5		---	---		---	---		0	13,296
Number of Students Taking International Baccalaureate Courses		---	---		---	---			219

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INDICATOR: School Performance

	2010-2011			2011-2012			2012-2013		
	School	District	State	School	District	State	School	District	State
No Child Left Behind Met Adequate Yearly Progress (AYP)									
Achieving Standards									
First Year Not to Meet Standards (Alert)									
Year One of Targeted School Improvement**									
Year Two of Targeted School Improvement									
Targeted Corrective Action									
Targeted Intensive School Improvement									
Targeted Restructuring									
Year One of Whole School Improvement									
Year Two of Whole School Improvement									
Whole School Corrective Action									
Whole School Intensive Improvement									
Whole School Intensive Restructuring									
State Directed									
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Arkansas ESEA Accountability									
Needs Improvement								2	797
Needs Improvement Priority								0	38
Needs Improvement Priority Met Year 1 Exit Criteria								0	4
Needs Improvement Focus								0	80
Needs Improvement Focus Met Year 1 Exit Criteria								0	8
Achieving								0	130
Exemplary								0	9
				Download 2012 School Report Card for 2012 ESEA results					
Improvement School Rating (Gains)									
Improvement (Gain) School Rating									
1 - Schools in need of Immediate Improvement		2	428		0	85			
2 - Schools Approaching Standards (Alert)		2	502		1	232			
3 - Schools Meeting Improvement Standards		0	624		1	349			
4 - Schools Exceeding Improvement Standards		0	366		0	264			
5 - Schools of Excellence for Improvement		0	98		0	76			

INDICATOR: School Performance

	2010-2011			2011-2012			2012-2013		
	School	District	State	School	District	State	School	District	State
Performance School Rating (Gains)									
Performance (Status) School Rating									
1 - Schools in need of Immediate Improvement			7			9			
2 - Schools Approaching Standards (Alert)			16			10			
3 - Schools Meeting Standards			187			150			
4 - Schools Exceeding Standards			496			416			
5 - Schools of Excellence			321			444			
District Provides Textbooks or Digital Resources for all Pupils									
District Provides Textbooks or Digital Resources for all Pupils		Y	100 %		Y	100 %		Y	100 %
Annual Accreditation Status									
Annual Accreditation Status Accredited		1	859		2	838		2	783
Accredited-Cited		1	185		0	212		0	249
Accredited-Probationary		0	25		0	18		0	30
Attendance Rate (*State Goal 91.13%)									
Attendance Rate Combined		92.9 %	94.7 %		93.5 %	95.2 %		92.1 %	94.1 %
Attendance Rate for Targeted Achievement Gap Group								92.0 %	93.9 %
Attendance Rate African American								87.1 %	94.1 %
Attendance Rate Hispanic								92.9 %	94.5 %
Attendance Rate Caucasian								91.8 %	94.0 %
Attendance Rate Economically Disadvantaged								91.8 %	93.7 %
Attendance Rate Students with Disabilities								91.7 %	94.0 %
Attendance Rate Limited English Proficient									94.8 %

INDICATOR: School Performance

	2010-2011			2011-2012			2012-2013		
	School	District	State	School	District	State	School	District	State
Dropout Rate									
Dropout Rate		3.07 %	2.58 %		0.00 %	2.43 %		1.75 %	2.12 %
Graduation Rate (*State Goal 85%)									
Graduation Rate Combined		85.2 %	79.6 %		93.8 %	84.1 %		64.3 %	84.9 %
Graduation Rate for Targeted Achievement Gap Group		76.5 %	74.6 %		94.7 %	79.3 %		66.7 %	80.5 %
Graduation Rate African American		0.0 %	71.4 %		0.0 %	78.1 %		0.0 %	78.1 %
Graduation Rate Hispanic		100.0 %	74.0 %		0.0 %	78.0 %		0.0 %	81.8 %
Graduation Rate Caucasian		83.3 %	83.2 %		93.6 %	87.0 %		66.7 %	87.8 %
Graduation Rate Economically Disadvantaged		81.3 %	74.5 %		94.7 %	79.1 %		69.2 %	80.3 %
Graduation Rate Students with Disabilities		71.4 %	73.8 %		75.0 %	79.2 %		60.0 %	80.4 %
Graduation Rate Limited English Proficient		0.0 %	71.1 %		0.0 %	77.3 %		100.0 %	80.8 %
Grade Inflation Rate		---	---		---	---		6.25 %	2.51 %
College Remediation Rate		28.6 %	47.8 %		14.3 %	49.4 %		28.6 %	43.0 %
Enrollment									
October 1 Enrollment		343	468,066		399	468,656		356	471,867

INDICATOR: School Environment

	2010-2011			2011-2012			2012-2013		
	School	District	State	School	District	State	School	District	State
Discipline Policies Distributed to Parents		100 %	100 %		100 %	100 %		100 %	100 %
Discipline Training Provided to Staff		100 %	100 %		100 %	100 %		100 %	100 %
Parental Involvement Plan Adopted		100 %	100 %		100 %	100 %		100 %	100 %
District Alternative Learning Environment Compliance		N	97.67 %		Y	98.83 %		Y	96.89 %
Expulsions		---	505		1	378		1	471
Weapons Incidents		1	711		---	690		2	763
Staff Assaults		---	408		---	436		---	495
Student Assaults		---	1,952		---	1,944		---	2,302

INDICATOR: Retention

	2010-2011			2011-2012			2012-2013		
	School	District	State	School	District	State	School	District	State
Number of Students Retained at Grade 1		0	1,655		1	1,534		1	1,416
Percent of Students Retained at Grade 1		0.00 %	4.40 %		3.70 %	4.09 %		4.17 %	3.82 %
Number of Students Retained at Grade 2		0	633		0	594		0	558
Percent of Students Retained at Grade 2		0.00 %	1.72 %		0.00 %	1.62 %		0.00 %	1.53 %
Number of Students Retained at Grade 3		0	287		0	305		0	240
Percent of Students Retained at Grade 3		0.00 %	0.78 %		0.00 %	0.84 %		0.00 %	0.66 %
Number of Students Retained at Grade 4		0	148		0	141		0	114
Percent of Students Retained at Grade 4		0.00 %	0.40 %		0.00 %	0.38 %		0.00 %	0.32 %
Number of Students Retained at Grade 5		0	105		0	84		0	101
Percent of Students Retained at Grade 5		0.00 %	0.29 %		0.00 %	0.23 %		0.00 %	0.28 %
Number of Students Retained at Grade 6		1	134		0	137		0	135
Percent of Students Retained at Grade 6		3.57 %	0.37 %		0.00 %	0.37 %		0.00 %	0.37 %
Number of Students Retained at Grade 7		1	367		0	317		0	296
Percent of Students Retained at Grade 7		3.85 %	1.01 %		0.00 %	0.86 %		0.00 %	0.81 %
Number of Students Retained at Grade 8		0	392		1	253		0	251
Percent of Students Retained at Grade 8		0.00 %	1.08 %		3.23 %	0.70 %		0.00 %	0.69 %

INDICATOR: Teacher Quality

	2010-2011			2011-2012			2012-2013		
	School	District	State	School	District	State	School	District	State
% Teachers Completely Certified (Licensed)		---	---		---	---		100.0 %	97.9 %
% Teachers with Emergency / Provisional Credentials		---	---		---	---		0.0 %	0.9 %
% Teachers with Bachelor's Degree		78.0 %	61.0 %		88.0 %	59.0 %		84.0 %	59.0 %
% Teachers with Master's Degree		22.0 %	39.0 %		13.0 %	40.0 %		16.0 %	40.0 %
% Teachers with Advanced Degree		0.0 %	1.0 %		0.0 %	1.0 %		0.0 %	1.0 %
HQ Teachers in High Poverty Schools									
% Core Academic Classes not Taught by HQ Teachers		---	---		0.0 %	---		0.0 %	0.9 %
HQ Teachers in Low Poverty Schools									
% Core Academic Classes not Taught by HQ Teachers		---	---		---	---		0.0 %	0.6 %
HQ Teachers Aggregate of All Economic Levels									
% Core Academic Classes not Taught by HQ Teachers		---	---		---	---		0.0 %	0.6 %
School Board Members							Hours of Training		
Gary Raines							10.00		
Vickie Walker							9.00		
Eric Lanman							9.00		
Sharon Ford Hyde							11.00		
Marty Blanchard							9.00		

INDICATOR: School Choice

Percent of Students School Choice

2010-2011			2011-2012			2012-2013		
School	District	State	School	District	State	School	District	State
	0.00 %	3.34 %		0.75 %	2.90 %		4.49 %	2.68 %

INDICATOR: School Funding

	2010-2011			2011-2012			2012-2013		
	School	District	State	School	District	State	School	District	State
Mills Voted		39.3	37.0		39.3	37.2		39.3	37.4
Expenditure Per Student		\$11,079	\$9,315		\$9,525	\$9,379		\$9,808	\$9,324
Average Teacher Salary		\$50,882	\$46,663		\$35,713	\$46,946		\$39,066	\$47,316
Total Expenditures		\$3,868,745	\$5,171,678,766		\$5,355,491	\$5,196,885,067		\$3,620,753	\$5,088,669,535
Instructional Expenditures		\$1,964,817	\$2,508,579,625		\$1,948,918	\$2,485,540,210		\$1,709,553	\$2,472,977,282
Administrative Expenditures		\$319,632	\$315,455,818		\$337,050	\$317,870,955		\$299,433	\$312,346,508
Extracurricular Expenditures		\$119,228	\$165,701,106		\$259,044	\$201,604,356		\$96,606	\$184,520,020
Capital Expenditures		\$97,099	\$649,987,805		\$1,544,353	\$608,547,135		\$76,795	\$531,101,753
Debt Service Expenditures		\$55,994	\$226,232,300		\$71,400	\$267,265,988		\$70,760	\$235,094,970
Free and Reduced Meals									
Percent of Students Eligible for Free and Reduced Meals		67.4 %	60.0 %		79.0 %	60.5 %		72.2 %	60.3 %
State Free and Reduced-Price Meal Rate***			58.2 %			60.3 %			60.7 %
National Free and Reduced-Price Meal Rate**			49.2 %			53.9 %			50.6 %

**Source: FNS National databank for federal fiscal year 2013.
***State Free and Reduced Meal Rate includes preschool and adult education students.

STANDARDS REPORTS



Hackett School District
2013/2014 School Year

Standards Annual Accreditation Report

Hackett School District

Accreditation Status:

District:

6603000 - Hackett School District

Superintendent William Pittman

102 North Oak Street

Hackett , AR 72937

479-638-8822

Schools:

6603047 - [Hackett Elementary School](#) - Accredited

6603048 - [Hackett High School](#) - Accredited

ADE Standards Assurance Supervisor:

Timothy Barnes

Timothy.Barnes@arkansas.gov

Telephone: 501-682-4380

Fax: 501-682-4618

No exceptions found.

District Details Summary

Student Enrollment		District Information		
Grade Level	Student Count	Total Enrollment	Staff Development Hours	Total Book Volume
01	42	612	120	15595
02	46	FTE Information		
03	40			
04	41	Counselor	Principal	Assitant Principal
05	47	1.98	2.00	0.00
06	38	Library/Media Specialist		
07	53			
08	55			
09	44			
K	51			
10	60			
11	44			
12	51			



Hackett Elementary School 2013/14 School Year

Standards Annual Accreditation Report

Hackett Elementary School

Accreditation Status: Accredited

District:

 6603000 - [Hackett School District](#)

Superintendent William Pittman

102 North Oak Street

Hackett , AR 72937

479-638-8822

ADE Standards Assurance Supervisor:

Timothy Barnes

Timothy.Barnes@arkansas.gov

Telephone: 501-682-4380

Fax: 501-682-4618

Exception Description	Standard	Rule	LEA	Description	Comments	Status
Provisional License	X	15.03.6	6603047	Provisional License: REDDING, KIMBERLY Prep Period (Prep Period)		
Provisional License	X	15.03.6	6603047	Provisional License: REDDING, KIMBERLY Special Education Language Arts (R R Language)		
Provisional License	X	15.03.6	6603047	Provisional License: REDDING, KIMBERLY Special Education Language Arts (R R Writing / Spelling)		
Provisional License	X	15.03.6	6603047	Provisional License: REDDING, KIMBERLY Special Education Mathematics (R R Math)		
Provisional License	X	15.03.6	6603047	Provisional License: REDDING, KIMBERLY Special Education Reading (R R Reading)		
Provisional License	X	15.03.6	6603047	Provisional License: REDDING, KIMBERLY Special Education Science (R R Science)		
Provisional License	X	15.03.6	6603047	Provisional License: REDDING, KIMBERLY Special Education Social Studies (R R Social Studies)		

School Details Summary

Student Enrollment		School Information		
Grade Level	Student Count	Total Enrollment	Staff Development Hours	Total Book Volume
01	42	305	60	8465
02	46			
		FTE Information		

03	40	Counselor	Principal	Assistant Principal	Library/Media Specialist
04	41	0.98	1.00	0.00	1.00
05	47				
06	38				
K	51				



**Hackett High School
2013/14 School Year**

Standards Annual Accreditation Report

Hackett High School

Accreditation Status: Accredited

District:

6603000 - [Hackett School District](#)

Superintendent William Pittman

102 North Oak Street

Hackett , AR 72937

479-638-8822

ADE Standards Assurance Supervisor:

Timothy Barnes

Timothy.Barnes@arkansas.gov

Telephone: 501-682-4380

Fax: 501-682-4618

No exceptions found.

School Details Summary

Student Enrollment		School Information		
Grade Level	Student Count	Total Enrollment	Staff Development Hours	Total Book Volume
07	53	307	60	7130
08	55			
09	44			
10	60			
11	44			
12	51			
FTE Information				
Counselor	Principal	Assistant Principal	Library/Media Specialist	
1.00	1.00	0.00	1.00	



Hartford School District 2013/2014 School Year

Standards Annual Accreditation Report

Hartford School District

Accreditation Status:

District:

6604000 - Hartford School District

Superintendent Teresa Ragsdale

512 Ludlow St

Hartford , AR 72938

479-639-5002

Schools:

6604051 - [Hartford Elementary School](#) - Accredited

6604052 - [Hartford High School](#) - Accredited

ADE Standards Assurance Supervisor:

Timothy Barnes

Timothy.Barnes@arkansas.gov

Telephone: 501-682-4380

Fax: 501-682-4618

No exceptions found.

District Details Summary

Student Enrollment		District Information		
Grade Level	Student Count	Total Enrollment	Staff Development Hours	Total Book Volume
01	27	325	120	12730
02	20	FTE Information		
03	25			
04	25	Counselor	Principal	Assitant Principal
05	22	1.45	1.00	0.44
06	20	Library/Media Specialist		
07	21			
08	31			
09	27			
K	20			
10	29			
11	36			
12	22			



Hartford Elementary School 2013/14 School Year

Standards Annual Accreditation Report

Hartford Elementary School

Accreditation Status: Accredited

District:

6604000 - [Hartford School District](#)

Superintendent Teresa Ragsdale

512 Ludlow St

Hartford , AR 72938

479-639-5002

ADE Standards Assurance Supervisor:

Timothy Barnes

Timothy.Barnes@arkansas.gov

Telephone: 501-682-4380

Fax: 501-682-4618

<u>Exception Description</u>	<u>Standard</u>	<u>Rule</u>	<u>LEA</u>	<u>Description</u>	<u>Comments</u>	<u>Status</u>
Job Not Certified	X	15.03.3	6604051	Job Not Certified: GANN, LAUREN: 971540 Special Education Self-Contained (T/P Ratio 1-10 or 1-15)	ALP Licensure Completion Date: 09/01/2016	
Job Not Certified	X	15.03.3	6604051	Job Not Certified: GANN, LAUREN: 972100 Special Education Language Arts	ALP Licensure Completion Date: 09/01/2016	
Job Not Certified	X	15.03.3	6604051	Job Not Certified: GANN, LAUREN: 972200 Special Education Science	ALP Licensure Completion Date: 09/01/2016	
Job Not Certified	X	15.03.3	6604051	Job Not Certified: GANN, LAUREN: 972300 Special Education Mathematics	ALP Licensure Completion Date: 09/01/2016	
Job Not Certified	X	15.03.3	6604051	Job Not Certified: GANN, LAUREN: 972700 Special Education Social Studies	ALP Licensure Completion Date: 09/01/2016	

School Details Summary

Student Enrollment		School Information		
<u>Grade Level</u>	<u>Student Count</u>	<u>Total Enrollment</u>	<u>Staff Development Hours</u>	<u>Total Book Volume</u>
01	27	159	60	6980
02	20			
03	25			
04	25			
FTE Information				
<u>Counselor</u>	<u>Principal</u>	<u>Assistant Principal</u>	<u>Library/Media Specialist</u>	

05	22	0.45	0.50	0.44	0.50
06	20				
K	20				



**Hartford High School
2013/14 School Year**

Standards Annual Accreditation Report

Hartford High School

Accreditation Status: Accredited

District:

6604000 - [Hartford School District](#)

Superintendent Teresa Ragsdale

512 Ludlow St

Hartford , AR 72938

479-639-5002

ADE Standards Assurance Supervisor:

Timothy Barnes

Timothy.Barnes@arkansas.gov

Telephone: 501-682-4380

Fax: 501-682-4618

<u>Exception Description</u>	<u>Standard</u>	<u>Rule</u>	<u>LEA</u>	<u>Description</u>	<u>Comments</u>	<u>Status</u>
Job Not Certified	X	15.03.3	6604052	Job Not Certified: GANN, LAUREN 999810 Football/Basketball/Track (Phys Ed - No Credit)	ALP Licensure Completion Date: 09/01/2016	
Job Not Certified	X	15.03.3	6604052	Job Not Certified: GANN, LAUREN: 971530 Special Education Resource Services	ALP Licensure Completion Date: 09/01/2016	
Job Not Certified	X	15.03.3	6604052	Job Not Certified: GANN, LAUREN: 971540 Special Education Self-Contained (T/P Ratio 1-10 or 1-15)	ALP Licensure Completion Date: 09/01/2016	
Job Not Certified	X	15.03.3	6604052	Job Not Certified: GANN, LAUREN: 972100 Special Education Language Arts	ALP Licensure Completion Date: 09/01/2016	
Job Not Certified	X	15.03.3	6604052	Job Not Certified: GANN, LAUREN: 972110 Special Education Reading	ALP Licensure Completion Date: 09/01/2016	
Job Not Certified	X	15.03.3	6604052	Job Not Certified: GANN, LAUREN: 972200 Special Education Science	ALP Licensure Completion Date: 09/01/2016	
Job Not Certified	X	15.03.3	6604052	Job Not Certified: GANN, LAUREN: 972300 Special Education Mathematics	ALP Licensure Completion Date: 09/01/2016	
Job Not Certified	X	15.03.3	6604052	Job Not Certified: HAYS, JOE: 388810 Physical Education Grade 8	ALP Licensure Completion Date: 09/01/2016	
Job Not Certified	X	15.03.3	6604052	Job Not Certified: MCKNIGHT, ERIC: 420000 Biology	ALP Licensure Completion Date: 09/01/2016	

School Details Summary

Student Enrollment		School Information		
Grade Level	Student Count	Total Enrollment	Staff Development Hours	Total Book Volume
07	21	166	60	5750
08	31	FTE Information		
09	27	Counselor	Principal	Assistant Principal
10	29			
11	36			
12	22			
		1.00	0.50	0.00
		Library/Media Specialist		
		0.50		

DESEGREGATION INFORMATION



THE ATTORNEY GENERAL
STATE OF ARKANSAS
DUSTIN MCDANIEL

RECEIVED
COMMISSIONER'S OFFICE

NOV 17 2014

DEPARTMENT OF EDUCATION

Scott P. Richardson
Senior Assistant Attorney General

Direct dial: (501) 682-1019
E-mail: scott.richardson@arkansasag.gov

November 14, 2014

Mr. Tony Wood
Commissioner of Education
Arkansas Department of Education
4 State Capitol Mall
Little Rock, Arkansas 72201-1019

Re: Proposed Voluntary Annexation of the Hartford School District and Hackett School District

Dear Mr. Wood:

This is in response to your letter to Attorney General McDaniel dated November 7, 2014, in which you ask for our advice, pursuant to Ark. Code Ann. §§ 6-13-1408(b) and 6-13-1603, concerning the potential desegregation effects of a proposed voluntary annexation of the Hartford School District into the Hackett School District.

Section 6-13-1408(b) provides that, prior to the entry of any order annexing or consolidating school districts, "the state board shall seek an advisory opinion from the Attorney General concerning the impact of the proposed annexation or consolidation on the effort of the state to assist a school district or districts in desegregation of the public schools of this state." Section 6-13-1603(c) provides that "[a]ll administrative consolidations or annexations under this section shall be accomplished so as not to create a school district that hampers, delays, or in any manner negatively affects the desegregation of another school district in this state."

Under United States Supreme Court precedent, the term "desegregation" is a legal term of art that describes the process by which a school district eliminates, to the extent practicable, the lingering effects or "vestiges" of prior *de jure* racial discrimination. Thus, in the absence of a finding that a school district has engaged in the past in activities prohibited by the Fourteenth Amendment to the United States Constitution, and that there are presently lingering effects or vestiges of that discrimination that remain unaddressed, a school district is not "desegregating" as that term is used in case law.

In this case, the State Board is considering the possible voluntary annexation of the Hartford School District into the Hackett School District. If approved, the annexation would result in the creation of a new larger school district. In addition to the two Districts being

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(501) 682-2007 • FAX (501) 682-2591

considered as consolidation partners, the following districts could potentially share a border with the newly formed district(s): Greenwood School District, Mansfield School District, and Waldron School District.

The Department of Education has indicated that it is not aware of any desegregation orders that may apply to Hartford, Hackett, or the surrounding school districts. A search of our records does not reveal any desegregation cases involving Hartford, Hackett, or the surrounding school districts. We also note that neither Hartford nor Hackett have declared an exemption from the Public School Choice Act of 2013. Of the surrounding school districts noted above, none appear to have been subject to desegregation litigation.

As will be the case in any proposed annexation or consolidation, the Board must be cognizant that it may not order or approve any proposed annexation or consolidation with the purpose or intent to create racially segregated schools. As 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, Denver*, 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).

There are numerous cases that discuss legal challenges to school district annexations and consolidations in the context of desegregation litigation, but in each case the question of whether a particular annexation or consolidation (or series of annexations or consolidations) were done with the requisite unconstitutional intent is a highly fact-specific inquiry.

To assist the State Board, Department of Education staff has provided the Board with enrollment figures showing the racial composition of the school district to be annexed or consolidated and the surrounding school districts. We suggest that this practice continue and that the State Board consider the relative racial balance of the affected school districts in making its decision.

Neither state nor federal law requires the Board to create school districts in a manner that would achieve any particular "racial balance" in the student population of a school district.¹ We have, however, previously noted that neither the Hartford nor the Hackett School Districts, nor the surrounding school districts appear to be subject to any ongoing desegregation order. Even so, we strongly advise the Board to scrutinize this proposed consolidation with great care and to

¹ It should be noted that a decision made solely on a racial basis, even for laudable purposes such as diversity in education or the prevention of (re)segregation, would be subject to "strict scrutiny" analysis. *Parents Involved in Community Schools v. Seattle School Dist. No. 1*, 127 S.Ct. 2738 (2007).

Mr. Tony Wood
November 17, 2014
p. 3 of 3

satisfy itself that there are legitimate, non-racially-motivated reasons for the annexation of Hartford School District to the Hackett School District.

Best Regards,

A handwritten signature in black ink, appearing to read "Scott P. Richardson", with a long horizontal flourish extending to the right.

Scott P. Richardson
Senior Assistant Attorney General

SPR/lf

cc: Mr. Jeremy Lasiter (*via electronic mail*)

APPLICABLE LAWS

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A.C.A. § 6-13-1401

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Title 6 Education
Subtitle 2. Elementary And Secondary Education Generally
Chapter 13 School Districts
Subchapter 14 -- Consolidation, Annexation, and Formation

A.C.A. § 6-13-1401 (2014)

6-13-1401. Definitions.

As used in this subchapter:

(1) "Affected district" means a school district that:

(A) Loses territory or students as a result of annexation; or

(B) Is involved in a consolidation;

(2) "Aggrieved district" means the lawfully constituted and existing board of directors of a school district that gains or loses territory or students as a result of an annexation or consolidation;

(3) "Annexation" means the joining of an affected school district or part thereof with a receiving district;

(4) "Consolidation" means the joining of two (2) or more affected school districts or parts thereof to create a new single school district;

(5) "Receiving district" means a school district or districts that receive territory or students, or both, from an affected district as a result of annexation; and

(6) "Resulting district" means the new school district created from an affected district or districts as a result of consolidation.


HISTORY: Acts 2001, No. 1225, § 1; 2011, No. 989, § 5; 2011, No. 1217, § 1.




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Title 6 Education

Subtitle 2. Elementary And Secondary Education Generally




Chapter 13 School Districts

Subchapter 14 -- Consolidation, Annexation, and Formation




A.C.A. § 6-13-1402 (2014)

6-13-1402. Consolidation and annexation authority.

There shall not be any consolidation or annexation of any public school district with any other school district in the state without the prior consent and approval of the State Board of Education.

HISTORY: Acts 2001, No. 1225, § 1.View  A.C.A. § 6-13-1402 [Return to Search Results](#)**A.C.A. § 6-13-1402** (Copy w/ Cite)Pages: **2**LexisNexis[®] About LexisNexis | Privacy Policy | Terms & Conditions | Contact Us

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A.C.A. § 6-13-1403

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Title 6 Education
Subtitle 2. Elementary And Secondary Education Generally
Chapter 13 School Districts
Subchapter 14 -- Consolidation, Annexation, and Formation

A.C.A. § 6-13-1403 (2014)

6-13-1403. Conditions under which the State Board of Education may annex school districts.

(a) The State Board of Education shall consider the annexation of an affected school district or districts to a receiving district or districts under the following conditions:

(1) The state board, after providing thirty (30) days' written notice to the affected school districts, determines that annexation is in the best interest of the affected district or districts and the receiving district based upon failure to meet standards for accreditation or failure to meet academic, fiscal, or facilities distress requirements pursuant to The Quality Education Act of 2003, § 6-15-201 et seq., the Arkansas Comprehensive Testing, Assessment, and Accountability Program Act, § 6-15-401 et seq., the Arkansas Fiscal Assessment and Accountability Program, § 6-20-1901 et seq., and the Arkansas Public School Academic Facilities Program Act, § 6-21-801 et seq.;

(2) (A) The affected district or districts file a petition with the state board requesting annexation to a particular receiving district or districts, and a copy of the petition is filed with the county clerk's office of each county where the affected district or districts are located;

(B) The county clerk's office of each county where the affected district or districts are located certifies in writing that the petition has been signed by a majority of the qualified electors of the affected district or districts; and

(C) The receiving district or districts provide to the state board written proof of consent to receive the affected district or districts by annexation as evidenced by either a vote to approve annexation by resolution by a majority of the members of the local receiving board of education or by a vote to approve annexation by a majority of the qualified electors of the receiving district as provided for in § 6-14-122;

(3) (A) A majority of the qualified electors in the affected district or districts vote to approve the annexation of an affected school district or districts to a receiving district or districts as provided for in § 6-14-122; and

(B) The receiving district or districts provide to the state board written proof of consent to receive the affected district or districts by annexation as evidenced by either a vote to approve annexation by resolution by a majority of the members of the local receiving board of education or by a vote to approve annexation by a majority of the qualified electors of the receiving district as provided in § 6-14-122; or

(4) (A) The local board of education of the affected district or districts votes to approve by resolution the annexation of the affected district or districts to a receiving district or districts by a majority of the members of the local board of education of the affected district or districts; and

(B) The receiving district or districts provide to the state board written proof of consent to receive the affected district or districts by annexation as evidenced by either a vote to approve annexation by resolution by a majority of the members of the local receiving board of education or by a vote to approve annexation by a majority of the qualified electors of the receiving districts as provided for in § 6-14-122.

(b) The state board may vote to approve, by a majority of a quorum present of the members of the state board, the annexation of the affected districts into a receiving district:

(1) The state board, after providing thirty (30) days written notice to the affected districts, may on its own motion based on a school district's failure to meet standards for accreditation or failure to meet academic or fiscal distress requirements pursuant to The Quality Education Act of 2003, § 6-15-201 et seq., the Arkansas Comprehensive Testing, Assessment, and Accountability Program Act, § 6-15-401 et seq., and the Arkansas Fiscal Assessment and Accountability Program, § 6-20-1901 et seq.; or

(2) Upon receipt of:

(A) A valid petition for annexation and after receiving proof from the petitioning party of at least one (1) of the required conditions set forth in subsection (a) of this section; and

(B) Proof of the issuance of public notice of the intent to annex affected districts into a receiving district or districts in the local newspapers of general circulation in the affected districts for a time period of no less than one (1) time a week for two (2) consecutive weeks immediately prior to the time the petition is filed with the state board.

(c) (1) In order for the petition for annexation to be valid, it shall be filed with the state board at least thirty (30) days prior to the next regularly scheduled state board meeting, at which time the petition will be presented for hearing before the state board.

(2) However, no petition is required for the state board to annex a school district or districts upon a motion of the state board as allowed in subsection (b).

(d) (1) Upon determination by the state board to annex a school district or approval of a petition requesting annexation, the state board shall issue an order dissolving the affected districts and establishing the receiving school district or districts.

(2) (A) The state board shall issue an order establishing the boundary lines of the receiving district or districts.

(B) It shall be the duty of the Department of Education to make changes in the maps of the school districts to properly show the boundary lines of the receiving district or districts.

(e) (1) The state board shall:

(A) Issue an order establishing the changed boundaries; and

(B) File the order with the:

- (i) County clerk of each county where a receiving district is located;
- (ii) Secretary of State; and
- (iii) Arkansas Geographic Information Office.

(2) The county clerk shall make a permanent record of the order.


(3) The boundaries established under this subsection shall be the boundaries of the receiving district until changes are made according to the provisions of law.



(f) The state board shall not annex affected districts that are not geographically contiguous unless the following limited conditions are determined to be valid reasons for annexation:

(1) The annexation will result in the overall improvement in the educational benefit to students in all the school districts involved; or

(2) The annexation will provide a significant advantage in transportation costs or service to all the school districts involved.

HISTORY: Acts 2001, No. 1225, § 1; 2003, No. 1467, § 19; 2011, No. 989, § 6; 2013, No. 1073, § 7.

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Subchapter 14 -- Consolidation, Annexation, and Formation

A.C.A. § 6-13-1404 (2014)

6-13-1404. Conditions under which the State Board of Education may consolidate school districts.

(a) The State Board of Education shall consider the consolidation of affected districts into a new resulting district or districts under the following conditions:

(1) The state board, after providing thirty (30) days' written notice to the affected school districts, determines consolidation is in the best interest of the affected district or districts and the resulting district based upon failure to meet standards for accreditation or academic, fiscal, or facilities distress requirements pursuant to The Quality Education Act of 2003, § 6-15-201 et seq., the Arkansas Comprehensive Testing, Assessment, and Accountability Program Act, § 6-15-401 et seq., the Arkansas Fiscal Assessment and Accountability Program, § 6-20-1901 et seq., and the Arkansas Public School Academic Facilities Program Act, § 6-21-801 et seq.; or

(2) (A) The affected districts file a petition with the state board requesting that the affected districts be consolidated into a resulting district or districts;

(B) A copy of the petition has been filed with the county clerk's office of each county where the affected districts are located;

(C) The county clerk's office certifies in writing to the state board that the petition has been signed by a majority of the qualified electors of the affected districts;

(D) A majority of the qualified electors in the affected districts votes to approve consolidation of the affected districts into a resulting district or districts pursuant to a valid election as provided in § 6-14-122; and

(E) The local board of directors votes to approve by resolution of a majority of the members of each local board of education the consolidation of the affected districts into a resulting district or districts.

(b) The state board:

(1) After providing thirty (30) days written notice to the affected districts, may consolidate school districts upon its own motion based upon a school district's failure to meet standards for accreditation or academic or fiscal distress requirements pursuant to The Quality Education Act of 2003, § 6-15-201 et seq., the Arkansas Comprehensive Testing, Assessment, and Accountability Program Act, § 6-15-401 et seq., and the Arkansas Fiscal Assessment and Accountability Program, § 6-20-1901 et seq.; or

(2) May vote to approve, by a majority of a quorum present of the members of the state board, the consolidation of the affected districts into a resulting district upon receipt of:

(A) A valid petition for consolidation after receiving proof from the petitioning party of at least one (1) of the required conditions set forth in subsection (a) of this section; and

(B) Proof of the issuance of public notice of the intent to consolidate affected districts into a resulting district or districts in the local newspapers of general circulation in the affected districts for a time period of no less than one (1) time a week for two (2) consecutive weeks immediately prior to the time the petition is filed with the state board.

(c) (1) In order for the petition for consolidation to be valid, it shall be filed with the state board at least thirty (30) days prior to the next regularly scheduled state board meeting, at which time the petition will be presented for hearing before the state board.

(2) However, no petition is required for the state board to consolidate a school district or districts on a motion of the state board as allowed in subsection (b).

(d) (1) Upon consolidation of a school district by the state board or approval of a petition requesting consolidation, the state board shall issue an order dissolving the affected school districts and establishing the resulting school district or districts.

(2) (A) The state board shall issue an order establishing the boundary lines of the resulting district or districts.

(B) It shall be the duty of the Department of Education to make changes in the maps of the school districts to properly show the boundary lines of the resulting district or districts.

(e) (1) The state board shall:

(A) Issue an order establishing the changed boundaries; and

(B) File the order with the:

(i) County clerk of each county where a resulting district is located;

(ii) Secretary of State; and

(iii) Arkansas Geographic Information Office.

(2) The county clerk shall make a permanent record of the order.

(3) The boundaries established under this subsection shall be the boundaries of the resulting district until changes are made according to the provisions of law.


(f) The state board shall not consolidate affected districts that are not geographically contiguous unless the following limited conditions are determined to be valid reasons for consolidation:



(1) The consolidation will result in the overall improvement in the educational benefit to

students in all the school districts involved; or

(2) The consolidation will provide a significant advantage in transportation costs or service to all the school districts involved.

HISTORY: Acts 2001, No. 1225, § 1; 2003, No. 1467, § 19; 2011, No. 989, § 7; 2013, No. 1073, § 8.

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A.C.A. § 6-13-1405 (2014)

6-13-1405, 6-13-1406. [Repealed.]View Full  A.C.A. § 6-13-1405 [Return to Search Results](#)**A.C.A. § 6-13-1405** (Copy w/ Cite)Pages: **2**

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A.C.A. § 6-13-1407 (2014)

6-13-1407. Creation of a school district -- When part of a school district taken.

(a) Any receiving or resulting district created under this section shall become the successor in interest to the property of the school district dissolved, shall become liable for the contracts and debts of such a school district, and may sue and be sued therefor.

(b) When territory less than the entire school district is annexed or consolidated to a school district, the receiving or resulting district shall take the property of the school district from which the territory was taken, as the State Board of Education shall deem proper, and shall be liable for that part of all indebtedness of the school district from which the territory was taken as shall be assigned to it by the state board unless otherwise approved by a majority vote of the affected school district's or districts' board or boards of directors.




HISTORY: Acts 2001, No. 1225, § 1.

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A.C.A. § 6-13-1408 (2014)

6-13-1408. Annexation or consolidation not to negatively impact state-assisted desegregation.

(a) The State Board of Education shall not order any annexation or consolidation under this subchapter or any other act or any combination of acts which hampers, delays, or in any manner negatively affects the desegregation efforts of a school district or districts in this state.

(b) Prior to the entry of any order under this subchapter, the state board shall seek an advisory opinion from the Attorney General concerning the impact of the proposed annexation or consolidation on the effort of the state to assist a school district or districts in desegregation of the public schools of this state.

(c) Any order of annexation or consolidation or combination thereof that violates the provisions of this section shall be null and void.




HISTORY: Acts 2001, No. 1225, § 1.View Full  A.C.A. § 6-13-1408 [Return to Search Results](#)**A.C.A. § 6-13-1408** (Copy w/ Cite)

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A.C.A. § 6-13-1409 (2014)

6-13-1409. State Board of Education.

(a) The State Board of Education shall have the following duties regarding consolidations and annexations:




(1) To form local school districts, change boundary lines of school districts, dissolve school districts and annex the territory of those school districts to another school district, create new school districts, and perform all other functions regarding changes in school districts in accordance with the law;

(2) To transfer funds and attach territory that is in no school district to other school districts as may seem best for the educational welfare of the children; and

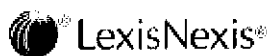
(3) To enact rules and regulations regarding the consolidation and annexation of school districts under this title.

(b) The millage rate of the electors of the affected district shall remain the same until an election may be held to change the rate of taxation for the resulting district or receiving district.




HISTORY: Acts 2001, No. 1225, § 1; 2003, No. 1467, § 20.

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A.C.A. § 6-13-1410 (2014)

6-13-1410. Appeal and election.

Notwithstanding any other provision of law, the decision of the State Board of Education regarding a consolidation or annexation shall be final with no further right of appeal except that only an aggrieved district may appeal to Pulaski County Circuit Court pursuant to the Arkansas Administrative Procedure Act, § 25-15-201 et seq.



HISTORY: Acts 2003, No. 1467, § 21; 2011, No. 989, § 8.View Full  A.C.A. § 6-13-1410 [Return to Search Results](#)**A.C.A. § 6-13-1410** (Copy w/ Cite)

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A.C.A. § 6-13-1411 (2014)

6-13-1411. Use of fund balances.

(a) Unless otherwise approved by a unanimous vote of the board of directors of the resulting district, the fund balances of any school district that is consolidated, annexed, or otherwise reorganized shall be used by the resulting district solely for the construction of facilities or the operation, maintenance, or support of the schools that were located in the affected school district from which the fund balance was derived if any of the facilities of the affected district from which the fund balance was derived remain open.

(b) The provisions of this section shall not apply if the consolidation or annexation is because of the school district's failure to meet standards for accreditation or failure to meet academic, fiscal, or facilities distress requirements pursuant to The Quality Education Act of 2003, § 6-15-201 et seq., the Arkansas Comprehensive Testing, Assessment, and Accountability Program Act, § 6-15-401 et seq., the Arkansas Fiscal Assessment and Accountability Program, § 6-20-1901 et seq., and the Arkansas Public School Academic Facilities Program Act, § 6-21-801 et seq.




HISTORY: Acts 2003 (2nd Ex. Sess.), No. 71, § 1; 2013, No. 1073, § 9.

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A.C.A. § 6-13-1414 (2014)

6-13-1414. Boundary change by State Board of Education.

(a) (1) The State Board of Education shall consider a petition from a local board of directors of any school district seeking an adjustment or change of boundary lines between its school district and an adjoining school district.

(2) The local board of directors must file the petition with the state board at least thirty (30) days prior to the next regularly scheduled state board meeting, at which time the petition will be presented for hearing before the state board.

(b) Upon proof to the state board of public notice issued in the local newspapers of general circulation in each affected school district no less than one (1) time a week for two (2) consecutive weeks, the state board may, by approval of a majority of the members of a quorum present of the state board, issue an order changing or adjusting the boundary lines between the adjoining school districts.

(c) If the local board of directors of each of the affected school districts is unable to agree on the proposed change in boundary lines, the state board shall adjust and change the boundary lines in accordance with its best judgment subject to the requirement of subsection (f) of this section or shall rule that the boundaries remain unchanged.

(d) Upon an order from the state board to change or adjust boundary lines, it shall be the duty of the Department of Education to immediately make changes in the maps of the school districts of the county to show the changes of boundaries.

(e) (1) The state board shall:

(A) Issue an order establishing the changed boundaries; and

(B) File the order with the:

(i) County clerk in each county in which every affected school district lies;

(ii) Secretary of State; and


(iii) Arkansas Geographic Information Office.



(2) The county clerk shall make a permanent record of the order.

(3) The boundaries established under this subsection shall be the boundaries of the affected school districts until changes are made according to the provisions of law.

(f) The state board shall not order any change in school district boundaries which hampers, delays, or in any manner negatively affects the desegregation efforts of the public school districts in the State of Arkansas.

HISTORY: Acts 2001, No. 1037, § 1; 2011, No. 989, § 9.

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A.C.A. § 6-13-1415 (2014)

6-13-1415. Involuntary consolidation or annexation -- Effective date -- Interim board of directors.

(a) This section applies to the involuntary consolidation or involuntary annexation of a school district made by a motion of the State Board of Education.

(b) The effective date of an involuntary consolidation or involuntary annexation of a school district shall be the July 1 after the state board action unless determined otherwise by the state board.

(c) The state board shall establish the terms and conditions of the involuntary consolidation or involuntary annexation that shall govern the affected districts, resulting districts, and receiving districts.

(d) (1) If the state board determines that a new permanent board of directors is necessary, the state board shall prescribe:

(A) The number of members for the new permanent board of directors of the resulting district or receiving district;

(B) The manner of formation of the new permanent board of directors of the resulting district or receiving district under § 6-13-1417; and

(C) (i) Whether the new permanent board of directors will be elected at the first or second school election after the effective date of consolidation or annexation.

(ii) The election for the new permanent school district board of directors may take place during the second school election after the effective date of consolidation or annexation only if the state board determines that additional time is required to implement single-member zoned elections.

(2) If the state board determines that an interim board of directors is necessary, the state board shall prescribe:

(A) The number of members for the interim board of directors of the resulting district or receiving district;

(B) The terms of the members of the interim board of directors of the resulting district or receiving district; and

(C) (i) The manner of formation of the interim board of directors of the resulting district or receiving district.

(ii) The state board may:

(a) Allow the affected districts and receiving districts thirty (30) days to establish an interim board of directors to govern the resulting district or receiving district that consists of either five (5) or seven (7) members selected from the boards of directors from the affected districts and receiving districts based on the proportion of the student population of each of the affected districts and receiving districts before consolidation or annexation;

(b) Appoint an interim board of directors to govern the resulting or receiving district that consists of either five (5) or seven (7) members selected from the boards of directors from the affected districts and receiving districts based on the proportion of the student population of each of the affected districts and receiving districts before consolidation or annexation; or

(c) Designate the existing board of directors of one (1) affected district in a consolidation or the existing board of directors of the receiving district in an annexation as the interim board to govern the resulting district or receiving district.

(3) The state board may determine that an interim board of directors is not necessary and may order the existing board of directors of one (1) affected district in a consolidation or the existing board of directors of the receiving district in an annexation to remain as the permanent school district board of directors.

(e) (1) An interim board of directors shall serve until the first school election after the effective date of consolidation or annexation unless:

(A) Any members of the permanent board of directors of the resulting district or receiving district are elected from single-member zones, then the interim board of directors may serve until the second school election after the effective date of consolidation or annexation under subdivision (d)(1)(C) of this section; or

(B) All the members of the permanent board of directors of the resulting district or receiving district are elected at-large, then the state board may stagger the terms of the interim board of directors, which shall be determined by lot so that no more than two (2) members' terms expire during any one (1) year.

(2) If the state board allows the local school districts time to establish an interim board of directors, the board of directors of each affected district before the consolidation or each affected district and receiving district before the annexation may determine independently how to select members of the existing board of directors to serve on the interim board of directors, subject to approval by the state board, by:

(A) The voluntary resignation of one (1) or more members of the existing board of directors;

(B) Selecting one (1) or more members of the existing board of directors by a majority vote of the school district board of directors; or

(C) Selecting one (1) or more members of the existing board of directors by a random lot drawing.

(3) An interim board of directors shall be established by May 31 of the year preceding the effective date of administrative consolidation or administrative annexation under § 6-13-1603 if the state board determines that an interim board of directors is necessary.

(f) (1) A consolidation or annexation order adopted by the state board shall be filed with the:

(A) County clerk of each county that contains school district territory of each affected district, receiving district, or resulting district;

(B) Secretary of State; and

(C) Arkansas Geographic Information Office.



(2) A consolidation or annexation order shall include a map of the boundaries of the resulting district or receiving district.

(3) A consolidation or annexation order filed with the Secretary of State and the Arkansas Geographic Information Office shall include a digital map showing the boundaries of the resulting district or receiving district in a format prescribed by the Arkansas Geographic Information Office.

(g) The state board may promulgate rules necessary to administer this subchapter.

HISTORY: Acts 2011, No. 1217, § 4.

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A.C.A. § 6-13-1416 (2014)

6-13-1416. Voluntary consolidation or annexation -- Effective date -- Interim board of directors.

(a) This section applies to any petition for consolidation or annexation of a school district submitted to the State Board of Education by a school district.

(b) The effective date of a petition for consolidation or annexation of a school district shall be the July 1 after the state board approves the consolidation or annexation petition unless the state board approves an alternative effective date or determines otherwise.

(c) (1) Each board of directors of an affected district and receiving district shall enter into a written agreement approved by the quorum of the members of each board of directors present and executed by the president and secretary of each school district board of directors.

(2) The written agreement may prescribe the effective date of the annexation of the affected district to the receiving district or the effective date of the formation of the resulting district from consolidation of affected districts, subject to approval by the state board.

(3) (A) The written agreement may prescribe the number of members of the permanent board of directors of the resulting district or receiving district and the manner of formation of the permanent board of directors of the resulting district or receiving district under § 6-13-1417 or as allowed by law.

(B) (i) If the written agreement prescribes the formation of a new permanent board of directors, the written agreement shall specify whether the new permanent board of directors will be elected at the first or second school election after the effective date of consolidation or annexation.

(ii) The election of a new permanent board of directors may take place during the second school election after the effective date of consolidation or annexation only if additional time is necessary to implement single-member zoned elections.

(d) The written agreement may prescribe for the formation of an interim board of directors,

including the number of members, the length of member terms, and the manner of formation as follows:

(1) Establish an interim board of directors to govern the resulting district or receiving district that consists of either five (5) or seven (7) members selected from the boards of directors from the affected districts and receiving districts based on the proportion of the student population of each of the affected districts and receiving districts before consolidation or annexation;

(2) Designate the existing board of directors of one (1) affected district in a consolidation or the existing board of directors of the receiving district in an annexation as the interim board of directors; or

(3) Determine that an interim board of directors is not necessary and may designate the existing board of directors of one (1) affected district in a consolidation or the existing board of directors of the receiving district in an annexation to remain as the permanent school district board of directors.

(e) (1) If the written agreement prescribes the formation of an interim board of directors, the interim board of directors shall serve until the first school election after the effective date of consolidation or annexation unless:

(A) Any members of the permanent board of directors of the resulting district or receiving district are elected from single-member zones, then the interim board of directors may serve until the second school election after the effective date of consolidation or annexation under subdivision (c)(3)(B) of this section; or

(B) All the members of the permanent board of directors of the resulting district or receiving district are elected at-large, then the written agreement may stagger the terms of the interim board of directors, which shall be determined by lot so that no more than two (2) members' terms expire during any one (1) year.

(2) If the written agreement prescribes formation of an interim board of directors, the board of directors of the affected district before the consolidation or the affected district and receiving district before annexation may determine independently how to select members of the existing board of directors to serve on the interim board of directors by:

(A) The voluntary resignation of one (1) or more members of the existing board of directors;

(B) Selecting one (1) or more members of the existing board of directors by a majority vote of the school district board of directors; or

(C) Selecting one (1) or more members of the existing board of directors by a random lot drawing.

(3) If the written agreement in an administrative consolidation or an administrative annexation under § 6-13-1603 requires the formation of an interim board of directors, the interim board of directors shall be established by May 31 preceding the effective date of the administrative consolidation or administrative annexation.

(f) (1) An executed copy of the written agreement shall be attached to the petition for consolidation or annexation submitted to the state board.

(2) If the written agreement is approved by the state board, the terms of the written agreement shall be binding upon the affected districts, receiving districts, and resulting districts, including the interim and permanent school district boards of directors.

(3) A written agreement under this section shall not be effective without approval from the state board.

(g) (1) A consolidation or annexation petition approved by the state board along with an executed copy of the written agreement shall be filed with the:

(A) County clerk of each county that contains school district territory of each affected district, receiving district, or resulting district;


(B) Secretary of State; and



(C) Arkansas Geographic Information Office.

(2) An approved consolidation or annexation petition shall include a map of the boundaries of the resulting district or receiving district.

(3) An approved consolidation or annexation petition filed with the Secretary of State and the Arkansas Geographic Information Office shall include a digital map showing the boundaries of the resulting district or receiving district in a format prescribed by the Arkansas Geographic Information Office.

HISTORY: Acts 2011, No. 1217, § 4; 2013, No. 1073, § 10.

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A.C.A. § 6-13-1417

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*** Legislation is current through the 2014 Fiscal Session and updates ***
*** received from the Arkansas Code Revision Commission through ***
*** July 2, 2014. ***

Title 6 Education
Subtitle 2. Elementary And Secondary Education Generally
Chapter 13 School Districts
Subchapter 14 -- Consolidation, Annexation, and Formation

A.C.A. § 6-13-1417 (2014)

6-13-1417. Formation of a permanent board of directors.

(a) (1) A permanent board of directors shall have either five (5) or seven (7) members unless the school district is allowed to have nine (9) members under § 6-13-634.

(2) The length of the terms of the board of directors may be for the time period prescribed by law and:

(A) Prescribed in the written agreement under § 6-13-1416; or

(B) Determined by the permanent board of directors.

(3) At the first meeting of the permanent board of directors, the members shall determine the terms of the board of directors by lot so that not more than two (2) members' terms expire during any one (1) year.

(4) A vacancy on the board of directors shall be filled as prescribed by law.

(b) (1) If single-member election zones are not necessary to comply with the Voting Rights Act of 1965 or with any other federal or state law, any or all of the members of the permanent board of directors may be elected at large.

(2) A minimum of five (5) members of a permanent board of directors shall be elected from single-member election zones if one (1) or more of the following applies:

(A) Single-member election zones are required to comply with the Voting Rights Act of 1965 or other federal law;

(B) The resulting district or receiving district after consolidation or annexation is required to be zoned under § 6-13-631 or other state law; or

(C) The boards of directors of the affected districts before consolidation or the boards of directors of the affected districts and receiving districts before annexation agree that the

permanent board of directors shall be elected from single-member election zones.

(3) If single-member election zones are necessary to comply with the Voting Rights Act of 1965, other federal law, or state law, the resulting district or receiving district shall:

(A) Review the demographic makeup and boundaries of the zones based on the latest decennial census data of the resulting district or receiving district after consolidation or annexation and rezone the resulting district or receiving district as necessary to comply with the Voting Rights Act of 1965, other federal law, or state law;

(B) Complete the election rezoning no later than one hundred twenty (120) calendar days before the second school election following the effective date of the consolidation or annexation; and


(C) No later than one hundred twenty (120) calendar days before the second school election following the effective date of the consolidation or annexation, file a digital map in a format prescribed by the Arkansas Geographic Information Office detailing the election zone boundaries of the resulting district or receiving district with the:



(i) Secretary of State;

(ii) Arkansas Geographic Information Office; and

(iii) County clerk of each county that contains school district territory of each affected district, receiving district, or resulting district.

HISTORY: Acts 2011, No. 1217, § 4; 2013, No. 1073, § 11; 2013, No. 1155, § 12.

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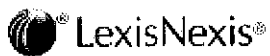
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APPLICABLE RULES

**ARKANSAS DEPARTMENT OF EDUCATION RULES GOVERNING
CONSOLIDATION AND ANNEXATION OF SCHOOL DISTRICTS
September 2014**

1.00 PURPOSE

- 1.01 The purpose of these rules is to establish the requirements and procedures concerning the consolidation and annexation of school districts; the administrative consolidation and annexation of school districts; and the distribution of consolidation/annexation incentive funding.

2.00 AUTHORITY

- 2.01 The State Board of Education (State Board) enacts these rules pursuant to the authority granted by Ark. Code Ann. §§ 6-11-105, 6-13-1401 et seq., 6-13-1601 et seq., 25-15-201 et seq., Act 1073 of 2013 and annual appropriations of the Arkansas General Assembly.

3.00 DEFINITIONS

- 3.01 “Administrative annexation” means the joining of an affected school district or a part of the school district with a receiving school district;
- 3.02 “Administrative consolidation” means the joining of two (2) or more school districts to create a new single school district with one (1) administrative unit and one (1) board of directors that is not required to close school facilities;
- 3.03 “Affected district” means a school district that:
- 3.03.1 Loses territory or students as a result of annexation or administrative annexation; or
- 3.03.2 Is involved in a consolidation or administrative consolidation.
- 3.04 “Aggrieved district” means the lawfully constituted and existing board of directors of a school district that gains or loses territory or students as a result of an annexation, administrative annexation, consolidation, or administrative consolidation;
- 3.05 “Annexation” means the joining of an affected school district or part thereof with a receiving district;
- 3.06 “Average daily membership (ADM)” has the same meaning as defined by the Arkansas General Assembly in Ark. Code Ann. § 6-20-2303.

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- 3.07 “Consolidation” means the joining of two (2) or more affected school districts or parts thereof to create a new single school district;
- 3.08 “Debt” means a legal liability, encumbrance or contract, including employment contracts, to be paid out of future revenues or current reserves of the school district.
- 3.09 “Receiving district” means a school district or districts that receive territory or students, or both, from an affected district as a result of annexation or administrative annexation;
- 3.10 “Resulting district” means the new school district created from affected districts as a result of consolidation or administrative consolidation.

Source: Ark. Code Ann. §§ 6-13-1401 and 6-13-1601

4.00 CONSOLIDATION AND ANNEXATION AUTHORITY OF THE STATE BOARD

- 4.01 There shall not be any consolidation or annexation of any public school district with any other school district in the state without the prior consent and approval of the State Board.

Source: Ark. Code Ann. § 6-13-1402

CONSOLIDATION AND ANNEXATION OF SCHOOL DISTRICTS

5.00 CONDITIONS UNDER WHICH THE STATE BOARD OF EDUCATION MAY ANNEX SCHOOL DISTRICTS

- 5.01 The State Board shall consider the annexation of an affected school district or districts to a receiving district or districts under any of the following conditions:
 - 5.01.1 The State Board, after providing thirty (30) days’ written notice to the affected school districts, determines that annexation is in the best interest of the affected district or districts and the receiving district based upon failure to meet standards for accreditation or failure to meet academic, fiscal, or facilities distress requirements pursuant to The Quality Education Act of 2003, Ark. Code Ann. § 6-15-201 et seq., the Arkansas Comprehensive Testing, Assessment, and Accountability Program Act, Ark. Code Ann. § 6-15-401 et seq., the Arkansas Fiscal Assessment and Accountability Program, Ark. Code Ann. § 6-20-1901 et seq., and the Arkansas Public School Academic Facilities Program Act, Ark. Code Ann. § 6-21-801 et seq.;
 - 5.01.2 The affected district or districts file a petition with the State Board requesting annexation to a particular receiving district or districts, and a

copy of the petition is filed with the county clerk's office of each county where the affected district or districts are located;

5.01.2.1 The county clerk's office of each county where the affected district or districts are located certifies in writing that the petition has been signed by a majority of the qualified electors of the affected district or districts; and

5.01.2.2 The receiving district or districts provide to the State Board written proof of consent to receive the affected district or districts by annexation as evidenced by either a vote to approve annexation by resolution by a majority of the members of the local receiving board of education or by a vote to approve annexation by a majority of the qualified electors of the receiving district as provided for in Ark. Code Ann. § 6-14-122;

5.01.3 A majority of the qualified electors in the affected district or districts vote to approve the annexation of an affected school district or districts to a receiving district or districts as provided for in Ark. Code Ann. § 6-14-122; and

5.01.3.1 The receiving district or districts provide to the State Board written proof of consent to receive the affected district or districts by annexation as evidenced by either a vote to approve annexation by resolution by a majority of the members of the local receiving board of education or by a vote to approve annexation by a majority of the qualified electors of the receiving district as provided in Ark. Code Ann. § 6-14-122; or

5.01.4 The local board of education of the affected district or districts votes to approve by resolution the annexation of the affected district or districts to a receiving district or districts by a majority of the members of the local board of education of the affected district or districts; and

5.01.4.1 The receiving district or districts provide to the State Board written proof of consent to receive the affected district or districts by annexation as evidenced by either a vote to approve annexation by resolution by a majority of the members of the local receiving board of education or by a vote to approve annexation by a majority of the qualified electors of the receiving districts as provided for in Ark. Code Ann. § 6-14-122.

- 5.02 The State Board may vote to approve, by a majority of a quorum present of the members of the State Board, the annexation of the affected districts into a receiving district:
- 5.02.1 The State Board, after providing thirty (30) days written notice to the affected districts, may on its own motion based on a school district's failure to meet standards for accreditation or failure to meet academic, fiscal, or facilities distress requirements pursuant to The Quality Education Act of 2003, Ark. Code Ann. § 6-15-201 et seq., the Arkansas Comprehensive Testing, Assessment, and Accountability Program Act, Ark. Code Ann. § 6-15-401 et seq., the Arkansas Fiscal Assessment and Accountability Program, Ark. Code Ann. § 6-20-1901 et seq., and the Arkansas Public School Academic Facilities Program Act, Ark. Code Ann. § 6-21-801 et seq.; or
 - 5.02.2 Upon receipt of a valid petition for annexation and after receiving proof from the petitioning party of at least one (1) of the required conditions set forth in Ark. Code Ann. § 6-13-1403(a) and Section 5.01 of these rules, and upon receipt of proof of the issuance of public notice of the intent to annex affected districts into a receiving district or districts in the local newspapers of general circulation in the affected districts for a time period of no less than one (1) time a week for two (2) consecutive weeks immediately prior to the time the petition is filed with the State Board.
- 5.03 In order for the petition for annexation to be valid, it shall be filed with the State Board at least thirty (30) days prior to the next regularly scheduled State Board meeting, at which time the petition will be presented for hearing before the State Board. However, no petition is required for the State Board to annex a school district or districts upon a motion of the State Board as allowed in Ark. Code Ann. § 6-13-1403(b) and Section 5.02 of these rules.
- 5.04 Upon determination by the State Board to annex a school district or approval of a petition requesting annexation, the State Board shall issue an order dissolving the affected district or districts and establishing the receiving district or districts.
- 5.04.1 The State Board shall issue an order establishing the boundary lines of the receiving district or districts.
 - 5.04.2 It shall be the duty of the Department of Education to make changes in the maps of the school districts to properly show the boundary lines of the receiving district or districts.

5.05 The State Board shall:

5.05.1 Issue an order establishing the changed boundaries; and

5.05.2 File the order with the:

5.05.2.1 County clerk of each county that contains school district territory of each affected or receiving district;

5.05.2.2 Secretary of State; and

5.05.2.3 Arkansas Geographic Information Office.

5.05.3 The county clerk shall make a permanent record of the order.

5.05.4 A consolidation or annexation order filed with the Secretary of State and the Arkansas Geographic Information Office shall include a digital map showing the boundaries of the resulting district or receiving district in a format prescribed by the Arkansas Geographic Information Office.

5.05.5 The boundaries established by the State Board pursuant to Ark. Code Ann. § 6-13-1403(e) and Section 5.05 of these rules shall be the boundaries of the receiving district or districts until changes are made according to the provisions of law.

5.06 The State Board shall not annex affected districts into a receiving district or districts that are not geographically contiguous unless the following limited conditions are determined to be valid reasons for annexation:

5.06.1 The annexation will result in the overall improvement in the educational benefit to students in all the school districts involved; or

5.06.2 The annexation will provide a significant advantage in transportation costs or service to all the school districts involved.

Source: Ark. Code Ann. §§ 6-13-1403, 6-13-1415, & 6-13-1416

6.00 CONDITIONS UNDER WHICH THE STATE BOARD OF EDUCATION MAY CONSOLIDATE SCHOOL DISTRICTS

6.01 The State Board shall consider the consolidation of affected districts into a new resulting district or districts under the following conditions:

6.01.1 The State Board, after providing thirty (30) days' written notice to the affected school districts, determines consolidation is in the best interest of the affected districts based upon failure to meet standards for accreditation

or academic, fiscal, or facilities distress requirements pursuant to The Quality Education Act of 2003, Ark. Code Ann. § 6-15-201 et seq., the Arkansas Comprehensive Testing, Assessment, and Accountability Program Act, Ark. Code Ann. § 6-15-401 et seq., the Arkansas Fiscal Assessment and Accountability Program, Ark. Code Ann. § 6-20-1901 et seq., and the Arkansas Public School Academic Facilities Program Act, Ark. Code Ann. § 6-21-801 et seq.; or

6.01.2 The affected districts file a petition with the State Board requesting that the affected districts be consolidated into a resulting district or districts;

6.01.2.1 A copy of the petition has been filed with the county clerk's office of each county where the affected districts are located;

6.01.2.2 The county clerk's office certifies in writing to the State Board that the petition has been signed by a majority of the qualified electors of the affected districts;

6.01.2.3 A majority of the qualified electors in the affected districts votes to approve consolidation of the affected districts into a resulting district or districts pursuant to a valid election as provided in Ark. Code Ann. § 6-14-122; and

6.01.2.4 The local board of directors votes to approve by resolution of a majority of the members of each local board of education the consolidation of the affected districts into a resulting district or districts.

6.02 The State Board:

6.02.1 After providing thirty (30) days written notice to the affected districts, may consolidate school districts upon its own motion based upon a school district's failure to meet standards for accreditation or academic, fiscal, or facilities distress requirements pursuant to The Quality Education Act of 2003, Ark. Code Ann. § 6-15-201 et seq., the Arkansas Comprehensive Testing, Assessment, and Accountability Program Act, Ark. Code Ann. § 6-15-401 et seq., the Arkansas Fiscal Assessment and Accountability Program, Ark. Code Ann. § 6-20-1901 et seq., and the Arkansas Public School Academic Facilities Program Act, Ark. Code Ann. § 6-21-801 et seq.; or

6.02.2 May vote to approve by a majority of a quorum present of the members of the State Board the consolidation of the affected districts into a resulting district or districts upon receipt of a valid petition for consolidation after receiving proof from the petitioning party of at least one (1) of the required conditions set forth in Ark. Code Ann. § 6-13-1404(a) and

Section 6.01 of these rules, and upon receipt of proof of the issuance of public notice of the intent to consolidate affected districts into a resulting district or districts in the local newspapers of general circulation in the affected districts for a time period of no less than one (1) time a week for two (2) consecutive weeks immediately prior to the time the petition is filed with the State Board.

6.03 In order for the petition for consolidation to be valid, it shall be filed with the State Board at least thirty (30) days prior to the next regularly scheduled State Board meeting, at which time the petition will be presented for hearing before the State Board. However, no petition is required for the State Board to consolidate a school district or districts on a motion of the State Board as allowed Ark. Code Ann. § 6-13-1404(b) and Section 6.02 of these rules.

6.04 Upon consolidation of a school district by the State Board or approval of a petition requesting consolidation, the State Board shall issue an order dissolving the affected districts and establishing the resulting district or districts.

6.04.1 The State Board shall issue an order establishing the boundary lines of the resulting district or districts.

6.04.2 It shall be the duty of the Department of Education to make changes in the maps of the school districts to properly show the boundary lines of the resulting district or districts.

6.05 The State Board shall:

6.05.1 Issue an order establishing the changed boundaries; and

6.05.2 File the order with the:

6.05.2.1 County clerk of each county that contains school district territory of each affected or resulting district;

6.05.2.2 Secretary of State; and

6.05.2.3 Arkansas Geographic Information Office.

6.05.3 The county clerk shall make a permanent record of the order.

6.05.4 A consolidation or annexation order filed with the Secretary of State and the Arkansas Geographic Information Office shall include a digital map showing the boundaries of the resulting district or receiving district in a format prescribed by the Arkansas Geographic Information Office.

6.05.5 The boundaries established under this subsection shall be the boundaries of the resulting district or districts until changes are made according to the provisions of law.

6.06 The State Board shall not consolidate affected districts that are not geographically contiguous unless the following limited conditions are determined to be valid reasons for consolidation:

6.06.1 The consolidation will result in the overall improvement in the educational benefit to students in all the school districts involved; or

6.06.2 The consolidation will provide a significant advantage in transportation costs or service to all the school districts involved.

Source: Ark. Code Ann. §§ 6-13-1404, 6-13-1415, & 6-13-1416

7.00 RESULTING DISTRICT SUCCESSOR IN INTEREST – WHEN PART OF DISTRICT TAKEN

7.01 Any receiving or resulting district created under Ark. Code Ann. § 6-13-1407 and Section 7.00 of these rules shall become the successor in interest to the property of the school district dissolved, shall become liable for the contracts and debts of such a school district, and may sue and be sued therefor.

7.02 When territory less than the entire school district is annexed or consolidated to a school district, the receiving or resulting district shall take the property of the school district from which the territory was taken, as the State Board shall deem proper, and shall be liable for that part of all indebtedness of the school district from which the territory was taken as shall be assigned to it by the State Board unless otherwise approved by a majority vote of the affected school district's or districts' board or boards of directors.

Source: Ark. Code Ann. § 6-13-1407

8.00 ANNEXATION OR CONSOLIDATION NOT TO NEGATIVELY IMPACT STATE-ASSISTED DESEGREGATION

8.01 The State Board shall not order any annexation or consolidation pursuant to Title 6, Chapter 13, Subchapter 14, or any other act or any combination of acts which hampers, delays, or in any manner negatively affects the desegregation efforts of a school district or districts in this state.

8.02 Prior to the entry of any order under Title 6, Chapter 13, Subchapter 14, the State Board shall seek an advisory opinion from the Attorney General concerning the impact of the proposed annexation or consolidation on the effort of the state to

assist a school district or districts in desegregation of the public schools of this state.

- 8.03 Any order of annexation or consolidation or combination thereof that violates the provisions of Ark. Code Ann. § 6-13-1408 and Section 8.00 of these rules shall be null and void.

Source: Ark. Code Ann. § 6-13-1408

9.00 OTHER STATE BOARD OF EDUCATION DUTIES

- 9.01 The State Board shall have the following duties regarding consolidations and annexations:
- 9.01.1 To form local school districts, change boundary lines of school districts, dissolve school districts and annex the territory of those school districts to another school district, create new school districts, and perform all other functions regarding changes in school districts in accordance with the law;
 - 9.01.2 To transfer funds and attach territory that is in no school district to other school districts as may seem best for the educational welfare of the children; and
 - 9.01.3 To enact rules and regulations regarding the consolidation and annexation of school districts pursuant to Title 6 of the Arkansas Code.
- 9.02 The millage rate of the electors of an affected district shall remain the same until an election may be held to change the rate of taxation for the resulting or receiving district or districts.

Source: Ark. Code Ann. § 6-13-1409

10.00 APPEAL AND ELECTION

- 10.01 Notwithstanding any other provision of law or rule of the State Board, the decision of the State Board regarding an administrative consolidation, consolidation, administrative annexation, or annexation shall be final with no further right of appeal except that only an aggrieved district may appeal to Pulaski County Circuit Court pursuant to the Arkansas Administrative Procedure Act, Ark. Code Ann. § 25-15-201 et seq.

Source: Ark. Code Ann. § 6-13-1410

11.00 USE OF FUND BALANCES

- 11.01 Unless otherwise approved by a unanimous vote of the board of directors of the resulting district, the fund balances of any school district that is consolidated, annexed, or otherwise reorganized shall be used by the resulting district solely for the construction of facilities or the operation, maintenance, or support of the schools that were located in the affected school district from which the fund balance was derived if any of the facilities of the affected district from which the fund balance was derived remain open.
- 11.02 The provisions of Ark. Code Ann. § 6-13-1411 and Section 11.00 of these rules shall not apply if the consolidation or annexation is because of the school district's failure to meet standards for accreditation or failure to meet academic, ~~or~~ fiscal, or facilities_distress requirements pursuant to The Quality Education Act of 2003, Ark. Code Ann. § 6-15-201 et seq., the Arkansas Comprehensive Testing, Assessment, and Accountability Program Act, Ark. Code Ann. § 6-15-401 et seq., the Arkansas Fiscal Assessment and Accountability Program, Ark. Code Ann. § 6-20-1901 et seq., or the Arkansas Public School Academic Facilities Program Act, Ark. Code Ann. § 6-21-801 et seq.

Source: Ark. Code Ann. § 6-13-1411

12.00 INVOLUNTARY ANNEXATION OR CONSOLIDATION – EFFECTIVE DATE – INTERIM BOARD OF DIRECTORS

- 12.01 Ark. Code Ann. § 6-13-1415 and Section 12.00 of these rules apply to the involuntary consolidation or involuntary annexation of a school district made by a motion of the State Board.
- 12.02 The effective date of an involuntary consolidation or involuntary annexation of a school district shall be the July 1 after the State Board action unless determined otherwise by the State Board.
- 12.03 The State Board shall establish the terms and conditions of the involuntary consolidation or involuntary annexation that shall govern the affected districts, resulting districts, and receiving districts.
- 12.04 If the State Board determines that a new permanent board of directors is necessary, the State Board shall prescribe:
- 12.04.1 The number of members for the new permanent board of directors of the resulting district or receiving district;
 - 12.04.2 The manner of formation of the new permanent board of directors of the resulting district or receiving district under Ark. Code Ann. § 6-13-1417 and Section 14.00 of these rules; and

- 12.04.3 Whether the new permanent board of directors will be elected at the first or second school election after the effective date of consolidation or annexation. The election for the new permanent school board of directors may take place during the second school election after the effective date of consolidation or annexation only if the State Board determines that additional time is required to implement single-member zoned elections.
- 12.05 If the State Board determines that an interim board of directors is necessary, the State Board shall prescribe:
 - 12.05.1 The number of members for the interim board of directors of the resulting district or receiving district;
 - 12.05.2 The terms of the members of the interim board of directors of the resulting district or receiving district; and
 - 12.05.3 The manner of formation of the interim board of directors of the resulting district or receiving district. The State Board may:
 - 12.05.3.1 Allow the affected districts and receiving districts thirty (30) days to establish an interim board of directors to govern the resulting district or receiving district that consists of either five (5) or seven (7) members selected from the boards of directors from the affected districts and receiving districts based on the proportion of the student population of each of the affected districts and receiving districts before consolidation or annexation;
 - 12.05.3.2 Appoint an interim board of directors to govern the resulting or receiving district that consists of either five (5) or seven (7) members selected from the boards of directors from the affected districts and receiving districts based on the proportion of the student population of each of the affected districts and receiving districts before consolidation or annexation; or
 - 12.05.3.3 Designate the existing board of directors of one (1) affected district in a consolidation or the existing board of directors of the receiving district in an annexation as the interim board to govern the resulting district or receiving district.

- 12.06 The State Board may determine that an interim board of directors is not necessary and may order the existing board of directors of one (1) affected district in a consolidation or the existing board of directors of the receiving district in an annexation to remain as the permanent school board of directors.
- 12.07 An interim board of directors shall serve until the first school election after the effective date of consolidation or annexation unless:
- 12.07.1 Any members of the permanent board of directors of the resulting district or receiving district are elected from single-member zones, then the interim board of directors may serve until the second school election after the effective date of consolidation or annexation under Ark. Code Ann. § 6-13-1415(d)(1)(C) and Section 12.04.3 of these rules; or
 - 12.07.2 All the members of the permanent board of directors of the resulting district or receiving district are elected at-large, then the State Board may stagger the terms of the interim board of directors, which shall be determined by lot so that no more than two (2) members' terms expire during any one (1) year.
- 12.08 If the State Board allows the local school districts time to establish an interim board of directors, the board of directors of each affected district before the consolidation or each affected district and receiving district before the annexation may determine independently how to select members of the existing board of directors to serve on the interim board of directors, subject to approval by the State Board, by:
- 12.08.1 The voluntary resignation of one (1) or more members of the existing board of directors;
 - 12.08.2 Selecting one (1) or more members of the existing board of directors by a majority vote of the school board; or
 - 12.08.3 Selecting one (1) or more members of the existing board of directors by a random lot drawing.
- 12.09 An interim board of directors shall be established by May 31 of the year preceding the effective date of administrative consolidation or administrative annexation under Ark. Code Ann. § 6-13-1603 if the State Board determines that an interim board of directors is necessary.
- 12.10 A consolidation or annexation order adopted by the State Board shall be filed with the:

- 12.10.1 County clerk of each county that contains school district territory of each affected district, receiving district, or resulting district;
 - 12.10.2 Secretary of State; and
 - 12.10.3 Arkansas Geographic Information Office.
- 12.11 A consolidation or annexation order shall include a map of the boundaries of the resulting district or receiving district.
- 12.12 A consolidation or annexation order filed with the Secretary of State and the Arkansas Geographic Information Office shall include a digital map showing the boundaries of the resulting district or receiving district in a format prescribed by the Arkansas Geographic Information Office.

Source: Ark. Code Ann. § 6-13-1415

13.00 VOLUNTARY CONSOLIDATION OR ANNEXATION – EFFECTIVE DATE – INTERIM BOARD OF DIRECTORS

- 13.01 Ark. Code Ann. § 6-13-1416 and Section 13.00 of these rules apply to any petition for consolidation or annexation of a school district submitted to the State Board by a school district.
- 13.02 The effective date of a petition for consolidation or annexation of a school district shall be the July 1 after the State Board approves the consolidation or annexation petition unless the State Board approves an alternative effective date or determines otherwise.
- 13.03 Each board of directors of an affected district and receiving district shall enter into a written agreement approved by the quorum of the members of each board of directors present and executed by the president and secretary of each school board of directors.
- 13.03.1 The written agreement may prescribe the effective date of the annexation of the affected district to the receiving district or the effective date of the formation of the resulting district from consolidation of affected districts, subject to approval by the state board.
 - 13.03.2 The written agreement may prescribe the number of members of the permanent board of directors of the resulting district or receiving district and the manner of formation of the permanent board of directors of the resulting district or receiving district under Ark. Code Ann. § 6-13-1417 or as allowed by law.

- 13.03.2.1 If the written agreement prescribes the formation of a new permanent board of directors, the written agreement shall specify whether the new permanent board of directors will be elected at the first or second school election after the effective date of consolidation or annexation.
 - 13.03.2.2 The election of a new permanent board of directors may take place during the second school election after the effective date of consolidation or annexation only if additional time is necessary to implement single-member zoned elections.
- 13.04 The written agreement may prescribe for the formation of an interim board of directors, including the number of members, the length of member terms, and the manner of formation as follows:
- 13.04.1 Establish an interim board of directors to govern the resulting district or receiving district that consists of either five (5) or seven (7) members selected from the boards of directors from the affected districts and receiving districts based on the proportion of the student population of each of the affected districts and receiving districts before consolidation or annexation;
 - 13.04.2 Designate the existing board of directors of one (1) affected district in a consolidation or the existing board of directors of the receiving district in an annexation as the interim board of directors; or
 - 13.04.3 Determine that an interim board of directors is not necessary and may designate the existing board of directors of one (1) affected district in a consolidation or the existing board of directors of the receiving district in an annexation to remain as the permanent school board of directors.
- 13.05 If the written agreement prescribes the formation of an interim board of directors, the interim board of directors shall serve until the first school election after the effective date of consolidation or annexation unless:
- 13.05.1 Any members of the permanent board of directors of the resulting district or receiving district are elected from single-member zones, then the interim board of directors may serve until the second school election after the effective date of consolidation or annexation under Ark. Code Ann. § 6-13-1416(c)(3)(B) and Sections 13.03.2.1 and 13.03.2.2 of these rules; or

- 13.05.2 All the members of the permanent board of directors of the resulting district or receiving district are elected at-large, then the written agreement may stagger the terms of the interim board of directors, which shall be determined by lot so that no more than two (2) members' terms expire during any one (1) year.
- 13.06 If the written agreement prescribes formation of an interim board of directors, the board of directors of the affected district before the consolidation or the affected district and receiving district before annexation may determine independently how to select members of the existing board of directors to serve on the interim board of directors by:
 - 13.06.1 The voluntary resignation of one (1) or more members of the existing board of directors;
 - 13.06.2 Selecting one (1) or more members of the existing board of directors by a majority vote of the school board; or
 - 13.06.3 Selecting one (1) or more members of the existing board of directors by a random lot drawing.
- 13.07 If the written agreement in an administrative consolidation or an administrative annexation under Ark. Code Ann. § 6-13-1603 requires the formation of an interim board of directors, the interim board of directors shall be established by May 31 preceding the effective date of the administrative consolidation or administrative annexation.
- 13.08 An executed copy of the written agreement shall be attached to the petition for consolidation or annexation submitted to the State Board.
 - 13.08.1 If the written agreement is approved by the State Board, the terms of the written agreement shall be binding upon the affected districts, receiving districts, and resulting districts, including the interim and permanent school boards of directors.
 - 13.08.2 A written agreement under Ark. Code Ann. § 6-13-1416 and Section 13.00 of these rules shall not be effective without approval from the State Board.
- 13.09 A consolidation or annexation petition approved by the State Board along with an executed copy of the written agreement shall be filed with the:
 - 13.09.1 County clerk of each county that contains school district territory of each affected district, receiving district, or resulting district;
 - 13.09.2 Secretary of State; and

13.09.3 Arkansas Geographic Information Office.

13.10 An approved consolidation or annexation petition shall include a map of the boundaries of the resulting district or receiving district.

13.11 An approved consolidation or annexation petition filed with the Secretary of State and the Arkansas Geographic Information Office shall include a digital map showing the boundaries of the resulting district or receiving district in a format prescribed by the Arkansas Geographic Information Office.

Source: Ark. Code Ann. § 6-13-1416

14.00 FORMATION OF A PERMANENT BOARD OF DIRECTORS

14.01 A permanent board of directors shall have either five (5) or seven (7) members unless the school district is allowed to have nine (9) members under Ark. Code Ann. § 6-13-604.

14.02 The length of the terms of the board of directors may be for the time period prescribed by law and:

14.02.1 Prescribed in the written agreement under Ark. Code Ann. § 6-13-1416 and Section 13.00 of these rules; or

14.02.2 Determined by the permanent board of directors.

14.03 At the first meeting of the permanent board of directors, the members shall determine the terms of the board of directors by lot so that not more than two (2) members' terms expire during any one (1) year.

14.04 A vacancy on the board of directors shall be filled as prescribed by law.

14.05 If single-member election zones are not necessary to comply with the Voting Rights Act of 1965 or with any other federal or state law, any or all of the members of the permanent board of directors may be elected at large.

14.06 A minimum of five (5) members of a permanent board of directors shall be elected from single-member election zones if one (1) or more of the following applies:

14.06.1 Single-member election zones are required to comply with the Voting Rights Act of 1965 or other federal law;

- 14.06.2 The resulting district or receiving district after consolidation or annexation is required to be zoned under Ark. Code Ann. § 6-13-631 or other state law; or
 - 14.06.3 The boards of directors of the affected districts before consolidation or the boards of directors of the affected districts and receiving districts before annexation agree that the permanent board of directors shall be elected from single-member election zones.
- 14.07 If single-member election zones are necessary to comply with the Voting Rights Act of 1965, other federal law, or state law, the resulting district or receiving district shall:
- 14.07.1 Review the demographic makeup and boundaries of the zones based on the latest decennial census data of the resulting district or receiving district after consolidation or annexation and rezone the resulting district or receiving district as necessary to comply with the Voting Rights Act of 1965, other federal law, or state law;
 - 14.07.2 Complete the election rezoning no later than one hundred twenty (120) calendar days before the second school election following the effective date of the consolidation or annexation; and
 - 14.07.3 No later than one hundred twenty (120) calendar days before the second school election following the effective date of the consolidation or annexation, file a digital map, in a format prescribed by the Arkansas Geographic Information Office, detailing the election zone boundaries of the resulting district or receiving district with the:
 - 14.07.3.1 Secretary of State;
 - 14.07.3.2 Arkansas Geographic Information Office; and
 - 14.07.3.3 County clerk of each county that contains school district territory of each affected district, receiving district, or resulting district.

Source: Ark. Code Ann. § 6-13-1417

ADMINISTRATIVE CONSOLIDATION AND ANNEXATION OF SCHOOL DISTRICTS

15.00 ADMINISTRATIVE CONSOLIDATION LIST

15.01 By January 1 of each year, the Department of Education shall publish a:

- 15.01.1 List of all school districts with fewer than three hundred fifty (350) students according to the school district average daily membership in the school year immediately preceding the current school year; and
- 15.01.2 Consolidation list that includes all school districts with fewer than three hundred fifty (350) students according to the school district average daily membership in each of the two (2) school years immediately preceding the current school year.

Source: Ark. Code Ann. § 6-13-1602

16.00 ADMINISTRATIVE REORGANIZATION

- 16.01 Any school district included in the Department of Education's consolidation list under Ark. Code Ann. § 6-13-1602 may voluntarily agree to administratively consolidate with or be annexed to another school district or districts in accordance with the requirements and limitations of Ark. Code Ann. § 6-13-1603 and Section 16.00 of these rules.
- 16.02 Any school district on the consolidation list choosing to voluntarily administratively consolidate or annex shall submit a petition for approval to the State Board by March 1 immediately following publication of the list and shall set forth the terms of the administrative consolidation or annexation agreement in the petition. If the petition is approved by the State Board, the administrative consolidation or annexation shall be completed by May 1, to be effective July 1 immediately following the publication of the list required under Ark. Code Ann. § 6-13-1602 and Section 15.00 of these rules.
- 16.03 Any school district on the consolidation list that does not submit a petition under Ark. Code Ann. § 6-13-1603(a)(2)(A) or Section 16.02 of these rules, or that does not receive approval by the State Board for a voluntary consolidation or annexation petition, shall be administratively consolidated by the State Board with or into one (1) or more school districts by May 1, to be effective July 1 immediately following the publication of the list required under Ark. Code Ann. § 6-13-1602 and Section 15.00 of these rules.
- 16.04 The State Board shall promptly consider petitions or move on its own motion to administratively consolidate a school district on the consolidation list in order to

enable the affected school districts to reasonably accomplish any resulting administrative consolidation or annexation by July 1 immediately following the publication of the list required under Ark. Code Ann. § 6-13-1602 and Section 15.00 of these rules.

16.05 The State Board shall not deny the petition for voluntary administrative consolidation or annexation of any two (2) or more school districts unless:

16.05.1 The provisions contained in the articles of administrative consolidation or annexation would violate state or federal law; or

16.05.2 The voluntary consolidation or annexation would not contribute to the betterment of the education of students in the school district.

16.06 Any school district required to be administratively consolidated under Title 6, Chapter 13, Subchapter 16 and Section 16.00 of these rules shall be administratively consolidated in such a manner as to create a resulting district with an average daily membership meeting or exceeding three hundred fifty (350).

16.07 All administrative consolidations or annexations under Ark. Code Ann. § 6-13-1603 and Section 16.00 of these rules shall be accomplished so as not to create a school district that hampers, delays, or in any manner negatively affects the desegregation of another school district in this state.

16.08 In the administratively consolidated or annexed school districts created under Title 6, Chapter 13, Subchapter 16 and Section 16.00 of these rules, the ad valorem tax rate shall be determined as set forth under Ark. Code Ann. § 6-13-1409 and Section 9.00 of these rules.

16.09 Nothing in Ark. Code Ann. § 6-13-1603 or Section 16.00 of these rules shall be construed to require the closing of any school or school facility.

16.10 No administratively consolidated or annexed resulting or receiving school district shall have more than one (1) superintendent.

16.11 Any school district not designated as being in academic or fiscal distress for the current school year and previous two (2) school years that administratively receives by consolidation or annexation a school district designated by the State Board as being in academic or fiscal distress at the time of consolidation or annexation shall not be subject to academic or fiscal distress sanctions for a period of three (3) years from the effective date of consolidation unless:

16.11.1 The school district fails to meet minimum teacher salary requirements; or

- 16.11.2 The school district fails to comply with the Standards for Accreditation of Arkansas Public Schools and School Districts issued by the Department of Education.
- 16.12 Noncontiguous school districts may voluntarily consolidate if the facilities and physical plant of each school district:
 - 16.12.1 Are within the same county, and the State Board approves the administrative consolidation; or
 - 16.12.2 Are not within the same county, and the State Board approves the administrative consolidation or administrative annexation and finds that:
 - 16.12.2.1 The administrative consolidation or administrative annexation will result in the overall improvement in the educational benefit to students in all of the school districts involved; or
 - 16.12.2.2 The administrative consolidation or administrative annexation will provide a significant advantage in transportation costs or service to all of the school districts involved.
- 16.13 Contiguous school districts may administratively consolidate even if they are not in the same county.
- 16.14 The provisions of Ark. Code Ann. §§ 6-13-1415 through 6-13-1417, and Sections 12.00 through 14.00 of these rules, shall govern the board of directors of each resulting district or receiving district created under this Title 6, Chapter 13, Subchapter 16 and Section 16.00 of these rules.

Source: Ark. Code Ann. § 6-13-1603

17.00 DEVELOPMENT OF PLAN TO TRACK STUDENT PROGRESS

- 17.01 Following the administrative consolidation or administrative annexation under Ark. Code Ann. §§ 6-13-1601 -- 6-13-1603, 6-13-1604 [repealed], and 6-13-1605 [repealed] effective before December 1, 2004, and before any consolidation, annexation, detachment, approval of a conversion charter, or any other type of reclassification or reorganization of a school district after December 1, 2004, each receiving district or resulting district and the Department of Education shall develop a plan to track the educational progress of all students from the affected district and the following subgroups of those students:

- 17.01.1 Students who have been placed at risk of academic failure as required under Ark. Code Ann. § 6-15-1602;
 - 17.01.2 Economically disadvantaged students;
 - 17.01.3 Students from major racial and ethnic groups; and
 - 17.01.4 Specific population groups as identified by the State Board, the Department of Education, the affected district, or the receiving district as target groups for closing the achievement gaps.
- 17.02 The receiving or resulting district shall obtain and retain all student records from the affected district for the five (5) years immediately preceding the administrative consolidation or administrative annexation, specifically including, but not limited to:
- 17.02.1 Individual student records;
 - 17.02.2 Attendance records;
 - 17.02.3 Enrollment records;
 - 17.02.4 Assessment records for assessments required under the Arkansas Comprehensive Testing, Assessment, and Accountability Program Act, Ark. Code Ann. § 6-15-401 et seq., specifically including benchmark assessments and end-of-course assessments; and
 - 17.02.5 American College Test (ACT) and Standardized Aptitude Test (SAT) results and records.
- 17.03 The school district shall report to the Department of Education information determined by the Department of Education as necessary to track the educational progress of all students from the affected district as a subgroup and the following subgroups of those transferred students:
- 17.03.1 Students who have been placed at risk of academic failure as required under Ark. Code Ann. § 6-15-1602;
 - 17.03.2 Economically disadvantaged students; and
 - 17.03.3 Students from major racial and ethnic groups.
- 17.04 By November 1 of each year, the Department of Education shall file a written report with the Governor, the chair of the House Interim Committee on Education, the chair of the Senate Interim Committee on Education, and the secretary of the Legislative Council assessing the educational progress of all students from the

affected district as a subgroup and the following subgroups of those transferred students:

- 17.04.1 Students who have been placed at risk of academic failure as required under Ark. Code Ann. § 6-15-1602;
- 17.04.2 Economically disadvantaged students; and
- 17.04.3 Students from major racial and ethnic groups.

Source: Ark. Code Ann. § 6-13-1606

18.00 RETENTION OF HISTORICAL RECORDS AND DOCUMENTS

18.01 Following the annexations or consolidations under Ark. Code Ann. § 6-13-1601 et seq. effective prior to December 1, 2004, and prior to any consolidation, annexation, detachment, approval of a conversion charter, or any other type of reclassification or reorganization of a school district after December 31, 2004, a receiving or resulting school district shall obtain and retain all student and historical records and documents from the affected school district, specifically including, but not limited to:

- 18.01.1 Student transcripts;
- 18.01.2 Graduation records;
- 18.01.3 Minutes and other legal documents of the local board of directors;
- 18.01.4 Maps or boundary documents;
- 18.01.5 Sports records, trophies, and awards;
- 18.01.6 Employee records; and
- 18.01.7 Financial records.

Source: Ark. Code Ann. § 6-13-1607

19.00 AUDIT REQUIRED

19.01 The Division of Legislative Audit shall conduct a comprehensive financial review of all the school district's financial matters for any school that is involved in administrative consolidation or administrative annexation or is otherwise reorganized by the State Board.

- 19.02 The comprehensive financial review shall begin no less than ten (10) days after the earliest of:
- 19.02.1 The publication of the district's name on the consolidation and annexation list under Ark. Code Ann. § 6-13-1602;
 - 19.02.2 The filing of a petition for voluntary administrative consolidation or administrative annexation; or
 - 19.02.3 The adoption of a motion by the State Board to consolidate, annex, or otherwise reorganize a school district designated as being in academic or fiscal distress.
- 19.03 Beginning on the date of publication of the consolidation list under Ark. Code Ann. § 6-13-1602 and Section 16.00 of these rules each year, the Department of Education shall have authority to oversee all fiscal and accounting-related matters of all school districts on the consolidation list and shall require those school districts to have accurate records necessary to close all books within sixty (60) days after the end of the fiscal year.
- 19.03.1 No contract or other debt obligation incurred by a school district for which the department has oversight authority under Ark. Code Ann. § 6-13-1608 and Section 19.00 of these rules shall be valid or enforceable against a resulting school district unless the contract or other debt obligation is preapproved in writing by the Commissioner of Education or his or her designee.
- 19.04 Any school that is involved in an administrative consolidation or administrative annexation shall have an audit started within thirty (30) days of the completion of the closing of the books by the school district.
- 19.05 The Department of Education and the Division of Legislative Audit shall jointly develop the scope and details of the comprehensive fiscal review consistent with the requirements of Ark. Code Ann. § 6-13-1608 and Section 19.00 of these rules.
- 19.06 A school district may not incur debt without the prior written approval of the Department of Education if the school district is identified by the Department of Education under Ark. Code Ann. § 6-13-1602(1) and Section 15.01.1 of these rules as having fewer than three hundred fifty (350) students according to the school district average daily membership in the school year immediately preceding the current school year.

Source: Ark. Code Ann. § 6-13-1608

20.00 PRESERVATION OF HISTORICAL SCHOOL ARTIFACTS

- 20.01 Following the administrative consolidations or administrative annexations under Ark. Code Ann. §§ 6-13-1601 -- 6-13-1603, 6-13-1604 [repealed], and 6-13-1605 [repealed] effective before December 1, 2004, and before any consolidation, annexation, detachment, approval of a conversion charter, or any other type of reclassification or reorganization of a school district after December 31, 2004, a receiving district or resulting district shall obtain, retain, preserve, and, as appropriate, display historical artifacts of the affected district in the same manner as if the historical artifacts were those of the receiving district or resulting district.

Source: Ark. Code Ann. § 6-13-1609

21.00 FINANCIAL RELIEF FOR DEBTS ACQUIRED AS A RESULT OF INVOLUNTARY CONSOLIDATIONS

- 21.01 As used in Section 21.00 of these rules:

- 21.01.1 “Accounts payable” means a debt owed by a school district on June 30 immediately prior to administrative consolidation, excluding bonded indebtedness or other long-term debt;
- 21.01.2 “Act 60 school district” means a school district that was on the consolidation list under Ark. Code Ann. § 6-13-1602 and Section 15.00 of these rules and was involuntarily consolidated under Ark. Code Ann. § 6-13-1603(a)(3) and Section 16.03 of these rules;
- 21.01.3 “Available funding” means funds that are available to a school district for paying accounts payable or are reasonably expected to be collected and available for payment of accounts payable;
- 21.01.4 “Excess accounts payable” means accounts payable of an Act 60 school district that exceed available funding; and
- 21.01.5 “Improper expenditure exceptions” means an erroneous expenditure of federal or state funds that is noted as an audit exception and has been determined by the Department of Education to require an expenditure of funds by the resulting school district to be correct.

- 21.02 If on July 1, 2004, or thereafter, the State Board required an involuntary administrative consolidation under Ark. Code Ann. § 6-13-1603(a)(3) and Section 16.03 of these rules and the resulting district assumed excess accounts payable or improper expenditure exceptions incurred by the Act 60 school district before the July 1 administrative consolidation date that would have caused deficit spending

if paid from the funds of the Act 60 district, the Department of Education shall provide supplemental funding to the resulting district.

- 21.03 The amount of the supplemental funding provided under Ark. Code Ann. § 6-13-1610(b) and Section 21.02 of these rules shall be equal to the amount of the excess accounts payable and improper expenditure exceptions assumed by the resulting school district.

21.03.1 The amount of accounts payable, excess accounts payable, improper expenditure exceptions, and available funding shall be determined by the Department of Education based on information provided in a final audit and other verifiable fiscal information available to the Department of Education.

21.03.2 The audit of an Act 60 school district required under Ark. Code Ann. § 6-13-1610 and Section 21.00 of these rules shall be completed within the time under Ark. Code Ann. § 6-20-1801(d) for school districts in fiscal distress.

21.03.3 No supplemental funding shall be paid under this section until after completion of a final audit by the Division of Legislative Audit or a private certified public accountant that may conduct school district audits under Ark. Code Ann. § 6-20-1801.

- 21.04 Beginning on the date of the publication of the consolidation list under Ark. Code Ann. § 6-13-1602 and Section 15.00 of these rules each year, the Department of Education shall have authority to oversee all fiscal and accounting-related matters of all school districts on the consolidation list and shall require these school districts to have accurate records necessary to close all books within sixty (60) days of the end of the fiscal year.

21.04.1 No contract or other debt obligation incurred by a school district for which the Department of Education has oversight authority under Ark. Code Ann. § 6-13-1610 and Section 21.00 of these rules shall be valid or enforceable against a resulting district unless the contract or other debt obligation is preapproved in writing by the Commissioner of Education or his or her designee.

Source: Ark. Code Ann. § 6-13-1610

22.00 ANNUAL REPORTS

- 22.01 By October 1 of each year, the resulting district or receiving district of any school district that was administratively consolidated or administratively annexed under Ark. Code Ann. §§ 6-13-1601 -- 6-13-1603, 6-13-1604 [repealed], and 6-13-1605 [repealed] shall file a written report with the House Interim Committee on

Education, the Senate Interim Committee on Education, and the Department of Education indicating:

- 22.01.1 What efforts were made and the results of those efforts for inclusion of parents from the affected district in the receiving district's or the resulting district's activities, including without limitation:
 - 22.01.1.1 Parent-teacher associations;
 - 22.01.1.2 Booster clubs; and
 - 22.01.1.3 Parent involvement committees;
- 22.01.2 The number and percentage of students from the affected districts participating in an extracurricular activity, itemized by each extracurricular activity offered by the school district and, for each activity, which school district the student attended before reorganization; and
- 22.01.3 The employment status of each administrator by name, gender, and race before the administrative annexation or administrative consolidation, which school employed the administrator before administrative consolidation, and his or her employment status in the receiving district or the resulting district.
- 22.02 The Department of Education shall develop or approve a survey to be used by the resulting or receiving districts to capture perceptual data from parents and students regarding their opinions on:
 - 22.02.1 Opportunities for inclusion or participation in the resulting or receiving district; and
 - 22.02.2 The efforts, if any, that were made to include parents from the affected district in the receiving or resulting district's activities, including, but not limited to, parent-teacher associations, booster clubs, and parent involvement committees.

Source: Ark. Code Ann. § 6-13-1611

23.00 ACADEMIC SUPPORT CENTERS

23.01 The purpose of Ark. Code Ann. § 6-13-1612 and Section 23.00 of these rules is to:

23.01.1 Prevent students who attend administratively consolidated or administratively annexed schools from returning home to communities with little or no opportunities for supplemental academic support;

23.01.2 Increase opportunities for access to library materials, academic resource materials, and educational technology for these students within their local communities; and

23.01.3 Help advance academic performance for these students by providing opportunities for homework and tutorial assistance based on the Arkansas curriculum frameworks.

23.02 An academic support center may be established in communities whose schools have been closed by administrative consolidation or administrative annexation under Title 6, Chapter 13, Subchapter 16 of the Arkansas Code to fulfill the objectives identified in Ark. Code Ann. § 6-13-1612(a) and Section 23.00 of these rules.

23.03 The Department of Education shall report annually to the House Interim Committee on Education and the Senate Interim Committee on Education regarding the establishment of academic support centers and their effectiveness.

Source: Ark. Code Ann. § 6-13-1612

CONSOLIDATION AND ANNEXATION INCENTIVE FUNDING

24.00 DEFINITIONS APPLICABLE TO CONSOLIDATION AND ANNEXATION INCENTIVE FUNDING

For the purposes of Sections 24.00 through 26.00 of these rules, the following definitions apply:

- 24.01 “Annexation” includes both Annexation and Administrative Annexation as defined in Section 3.00 of these Rules.
- 24.02 “Consolidation” includes both Consolidation and Administrative Consolidation as defined in Section 3.00 of these Rules.
- 24.03 “Foundation Funding” means an amount of money specified by the General Assembly for each school year to be expended by school districts for the provision of an adequate education for each student.
- 24.04 “Per Student Foundation Funding Amount” means a dollar amount established by the General Assembly to be multiplied by the ADM of the previous school year for the district foundation funding.
- 24.05 “Funding Factor” means a factor established by the Arkansas Department of Education (Department) to ensure that the calculated funding does not exceed the funds available for consolidation/annexation incentive funding.

25.00 GUIDELINES FOR THE DISTRIBUTION OF CONSOLIDATION AND ANNEXATION INCENTIVE FUNDING

- 25.01 The distribution of consolidation and annexation incentive funding is dependent upon appropriation and funding by the Arkansas General Assembly.
- 25.02 Consolidation/annexation incentive funding shall be determined as follows:
 - 25.02.1 One hundred percent (100%) of the incentive allowance computed as provided in these rules shall be in addition to the school district’s aid the first year of consolidation/annexation. The second year of consolidation/annexation the district shall receive fifty percent (50%) of the consolidation/annexation incentive funding received by the district in the previous year in addition to other state aid. Beginning in the third year and each year thereafter no consolidation/annexation incentive funding shall be provided. The consolidation/annexation incentive is intended to supplement the customary state aid the districts would have received had the consolidation/annexation not occurred.

- 25.02.2 For those school districts not required to be consolidated/annexed in the current school year, if two (2) districts consolidate or one (1) district is annexed to another school district, multiply the prior year ADM of the smaller district by the per student foundation funding amount, then by the funding factor, where the minimum ADM applicable is one hundred (100) and the maximum ADM applicable is three hundred (300).
- 25.02.3 For those school districts required to be consolidated/annexed in the current school year, if two (2) districts consolidate or one (1) district is annexed to another school district, multiply the prior year ADM of the smaller district by the per student foundation funding amount, then by the funding factor, where the minimum ADM applicable is one hundred (100) and the maximum ADM applicable three hundred (300).
- 25.02.4 For those school districts not required to be consolidated/annexed in the current school year, if three (3) districts consolidate or two (2) districts are annexed to a third school district, multiply the total prior year ADM of the two (2) smaller districts by the per student foundation funding amount, then by the funding factor, where the minimum ADM applicable is one hundred (100) and the maximum ADM applicable is four hundred (400).
- 25.02.5 For those school districts required to be consolidated/annexed in the current school year, if three (3) districts consolidate or two (2) smaller districts are annexed to another school district, multiply the prior year ADM of the smaller district by the per student foundation funding amount, then by the funding factor, where the minimum ADM applicable is one hundred (100) and the maximum ADM applicable three hundred (300).
- 25.02.6 For those school districts not required to be consolidated/annexed in the current school year, if four (4) or more districts consolidate or three (3) or more districts are annexed to another school district, multiply the total prior year ADM of all except the largest district by the per student foundation funding amount, then by the funding factor, where the minimum ADM applicable is one hundred (100) and the maximum ADM applicable is five hundred (500).
- 25.02.7 For those school districts required to be consolidated/annexed in the current school year, if four (4) or more districts consolidate or three (3) or more districts are annexed to another school district, multiply the prior year ADM of the smaller district by per student the foundation funding amount, then by the funding factor, where

the minimum ADM applicable is one hundred (100) and the maximum ADM applicable is three hundred (300).

- 25.02.8 If a district is annexed by multiple school districts, the incentive funding shall be computed as in Sections 25.02.1 through 25.02.7 above. The incentive funding shall then be prorated among the receiving districts based upon the percentage of the annexed district's ADM received by each receiving district.

26.00 GENERAL REQUIREMENTS

- 26.01 Consolidation/annexation incentive funding shall be distributed to either the resulting district(s) established after consolidation or the receiving district(s) after annexation.
- 26.02 Any district that has received consolidation/annexation incentive funds and subsequently dissolves shall be liable to the Department of Education for the full or apportioned amount of incentive funding received if any of the following conditions result due to the dissolution:
- 26.02.1 Districts are formed with substantially the same boundaries as the former districts prior to consolidation or annexation;
- 26.02.2 The ability of any district to desegregate or remain desegregated is inhibited;
- 26.02.3 The ability of the State to ensure that students are provided a quality education in an efficient manner is inhibited.
- 26.03 Any repayment due, as required in Section 26.02 above, shall be paid from the assets of the district prior to dissolution of the district. The Department of Education may withhold, from any state funding due the district, the amount of repayment funds or a portion thereof.
- 26.04 In the event full repayment is not made as required under Section 26.02 above, the Department of Education shall withhold from those districts that are formed as a result of the dissolution, future state funding in the amount of the repayment owed. The repayment shall be apportioned among the districts on a per ADM basis unless the Department of Education determines that such apportionment would be inequitable. In such case, the State Board shall apportion the repayment among the districts upon an equitable basis.

**27.00 STATE BOARD HEARING PROCEDURES – VOLUNTARY
CONSOLIDATIONS AND ANNEXATIONS**

- 27.01 All persons wishing to testify before the State Board shall first be placed under oath by the Chairperson of the State Board.
- 27.02 The spokesperson(s) for the petitioning school districts shall have a total of twenty (20) minutes to present the school districts' remarks. The State Board may allow more than twenty (20) minutes if necessary.
- 27.03 The spokesperson(s) for any individual or group of citizens that opposes the petition shall have a total of twenty (20) minutes to present the remarks of the individual or group of citizens. The State Board may allow more than twenty (20) minutes if necessary.
- 27.04 The spokesperson(s) for the petitioning school districts shall have a total of ten (10) minutes to present closing remarks to the State Board. The State Board may allow more than ten (10) minutes if necessary.
- 27.05 The spokesperson(s) for any individual or group of citizens that opposes the petition shall have a total of ten (10) minutes to present closing remarks to the State Board. The State Board may allow more than ten (10) minutes if necessary.
- 27.06 The State Board shall then discuss, deliberate and vote upon the matter of approving or denying the school districts' petition.
- 27.07 If it deems necessary, the State Board may take the matter under advisement and announce its decision at a later date, provided that all discussions, deliberations and votes upon the matter take place in a public hearing.
- 27.08 The State Board shall issue a written order concerning the matter.

**28.00 STATE BOARD HEARING PROCEDURES – INVOLUNTARY
CONSOLIDATIONS AND ANNEXATIONS**

- 28.01 All persons wishing to testify before the State Board shall first be placed under oath by the Chairperson of the State Board.
- 28.02 The spokesperson(s) for the Department of Education shall have a total of twenty (20) minutes to present the Department of Education's remarks. The State Board may allow more than twenty (20) minutes if necessary.
- 28.03 The spokesperson(s) for any individual or group of citizens that opposes the annexation or consolidation shall have a total of twenty (20) minutes to present the remarks of the individual or group of citizens. The State Board may allow more than twenty (20) minutes if necessary.

- 28.04 The spokesperson(s) for the Department of Education shall have a total of ten (10) minutes to present closing remarks to the State Board. The State Board may allow more than ten (10) minutes if necessary.
- 28.05 The spokesperson(s) for any individual or group of citizens that opposes the annexation or consolidation shall have a total of ten (10) minutes to present closing remarks to the State Board. The State Board may allow more than ten (10) minutes if necessary.
- 28.06 The State Board shall then discuss, deliberate and vote upon the matter of approving or denying the school districts' petition.
- 28.07 If it deems necessary, the State Board may take the matter under advisement and announce its decision at a later date, provided that all discussions, deliberations and votes upon the matter take place in a public hearing.
- 28.08 The State Board shall issue a written order concerning the matter.

**ATTACHMENTS PERTAINING TO ANNEXATIONS AND CONSOLIDATIONS OF
SCHOOL DISTRICTS (NON-ADMINISTRATIVE)**

BEFORE THE ARKANSAS STATE BOARD OF EDUCATION

**IN THE MATTER OF THE ANNEXATION OF _____ SCHOOL
DISTRICT(S) OF _____ COUNTY INTO THE _____ SCHOOL
DISTRICT OF _____ COUNTY:**

PETITION FOR ANNEXATION

COMES NOW the _____ School District(s) of _____ County and
the _____ School District of _____ County (Petitioners), acting by and
through their respective Superintendent(s) duly authorized, pursuant to Ark. Code Ann. § 6-13-
1401 et seq., and petition the Arkansas State Board of Education (Board) to approve the
annexation of the petitioning affected school district(s) into the petitioning receiving
_____ School District, and hereby would submit to the Board as follows:

1. Pursuant to Ark. Code Ann. § 6-13-1401 et seq., the Petitioners hereby submit
and incorporate in this petition as Exhibit A attached hereto, proof of legally binding local board
resolutions to annex the _____ School District(s) into the receiving _____ School
District as approved by a majority of the members of the local boards of education of the
respective Petitioners.

2. The Petitioners hereby submit and incorporate in this petition as Exhibit B
attached hereto, proof of public notice of intent to petition this Board to annex the Petitioners
into the receiving _____ School District. Said public notice of intent to annex
(was)(was not) published in the local newspaper(s) of general circulation (or in a state newspaper
of daily circulation if local newspaper does not exist on weekly basis) of the affected districts for
a time period of no less than once a week for two (2) consecutive weeks immediately prior to the
filing of this petition with this Board.

3. The Petitioners submit that at the proper school election following the petitioned annexation, the receiving _____ School District shall elect ____ local board members in compliance with Ark Code Ann. §§ 6-13-1416 and 6-13-1417.

4. The Petitioners submit that their respective school districts are geographically contiguous or that the Board should approve the petitioned non-contiguous annexation because the annexation will result in (a) the overall improvement in the educational benefit to students in all of the school districts involved, or (b) will provide a significant advantage in transportation costs or service to all of the school districts involved based on the following factual reasons:

5. The Petitioners submit that they hereby request through the State Board, an Attorney General Opinion declaring whether the petitioned annexation will or will not hamper, delay or in any manner negatively affect the desegregation of another school district or districts in this state. Upon receipt, the resulting opinion shall be incorporated herein and attached hereto as Exhibit C.

6. Pursuant to Ark. Code Ann. § 6-13-1401 et seq., the Petitioners hereby submit and declare that the effective date of this petitioned annexation shall be July 1, and that there shall be only one local school board and one local superintendent of the receiving _____ School District.

7. The Petitioners hereby submit an affidavit of facts by the superintendent of the affected school district(s), which is incorporated as Exhibit D, concerning the relevant status of any federal court-ordered supervision or jurisdiction of desegregation cases involving the affected districts.

8. The Petitioners hereby submit and incorporate in this petition as Exhibit E attached hereto, the written agreement required by Ark. Code Ann. § 6-13-1416.

WHEREFORE, Petitioners request that the Board approve the annexation of the _____ School District(s) of _____ County into the receiving _____ School District of _____ County; that it issue an Order dissolving the affected school district(s) and establishing the receiving _____ School District; that it issue an Order establishing the boundary lines of the receiving school district; and that it file its Order with the County Clerks of _____ and _____ Counties, Arkansas, with the Secretary of State and with the Arkansas Geographic Information Office.

Respectfully submitted,

_____ School District

_____ County

By: _____
Superintendent Date

President, School Board Date

_____ School District

_____ County

By: _____

Superintendent

Date

President, School Board

Date

BEFORE THE ARKANSAS STATE BOARD OF EDUCATION

IN THE MATTER OF THE CONSOLIDATION OF _____ SCHOOL DISTRICT(S) OF _____ COUNTY AND THE _____ SCHOOL DISTRICT OF _____ COUNTY:

PETITION FOR CONSOLIDATION

COMES NOW the _____ School District(s) of _____ County and the _____ School District of _____ County (Petitioners), acting by and through their respective Superintendent(s) duly authorized, pursuant to Ark. Code Ann. § 6-13-1401 et seq., and petition the Arkansas State Board of Education (Board) to approve the consolidation of the Petitioners into the resulting _____ School District, and hereby would submit to the Board as follows:

1. Pursuant to Ark. Code Ann. § 6-13-1401 et seq., the Petitioners hereby submit and incorporate in this petition as Exhibit A attached hereto, proof of legally binding local board resolutions to consolidate the _____ and _____ School District(s) into the resulting _____ School District as approved by a majority of the members of the local boards of education of the respective Petitioners.

2. The Petitioners hereby submit and incorporate in this petition as Exhibit B attached hereto, proof of public notice of intent to petition this Board to consolidate the Petitioners into the resulting _____ School District. Said public notice of intent to consolidate (was)(was not) published in the local newspaper(s) of general circulation (or in state newspaper of local daily circulation if local newspaper does not exist on weekly basis) of the

affected districts for a time period of no less than once a week for two (2) consecutive weeks immediately prior to the filing of this petition with this Board.

3. The Petitioners submit that at the proper school election following the petitioned consolidation, the resulting _____ School District shall elect ____ local board members in compliance with Ark. Code Ann. §§ 6-13-1416 and 6-13-1417.

4. The Petitioners submit that their respective school districts are geographically contiguous or that the Board should approve the petitioned non-contiguous consolidation because the consolidation will result in (a) the overall improvement in the educational benefits to students in all of the school districts involved, or (b) will provide a significant advantage in transportation costs or service to all of the school districts involved based on the following factual reasons:

5. The Petitioners submit that they hereby request through the State Board, an Attorney General Opinion declaring whether the petitioned consolidation will or will not hamper, delay or in any manner negatively affect the desegregation of another school district or districts in this state. Upon receipt, the resulting opinion shall be incorporated herein and attached hereto as Exhibit C.

6. Pursuant to Ark. Code Ann. § 6-13-1401 et seq., the Petitioners hereby submit and declare that the effective date of this petitioned consolidation shall be July 1, and that there

shall be only one local school board and one local superintendent of the resulting
 _____ School District.

7. The Petitioners hereby submit an affidavit of facts by the superintendent of the affected school districts, which is incorporated as Exhibit D, concerning the relevant status of any federal court-ordered supervision or jurisdiction of desegregation cases involving the affected districts.

8. The Petitioners hereby submit and incorporate in this petition as Exhibit E attached hereto, the written agreement required by Ark. Code Ann. § 6-13-1416.

WHEREFORE, Petitioners request that the Board approve the consolidation of the _____ School District(s) of _____ County and the _____ School District of _____ County into the resulting _____ School District; that it issue an Order dissolving the affected school districts and establishing the resulting school district; that it issue an Order establishing the boundary lines of the resulting school district; and that it file its Order with the County Clerks of the _____ and _____ Counties, Arkansas, with the Secretary of State and with the Arkansas Geographic Information Office.

Respectfully submitted,

_____ School District

_____ County

By: _____
 Superintendent Date

 President, School Board Date

_____ School District

_____ County

By: _____
Superintendent Date

President, School Board Date

Exhibit A**SCHOOL BOARD RESOLUTION**

COMES NOW the _____ School District Board acting by and through its Superintendent duly authorized and do herein declare:

A special or regular school board meeting was held on _____, 20____, wherein a quorum was present and a majority of the board membership voted to approve the consolidation/annexation of the _____ School District with the _____ School District, and the minutes of said meeting reflect such.

Therefore, this document is to serve as the formal resolution of the _____ School District Board of Directors, pursuant to Arkansas law, that said consolidation/annexation is hereby approved.

_____ School District

of _____ County

By: _____
Superintendent Date

By: _____
President, School Board Date

EXHIBIT D**AFFIDAVIT CONCERNING DESEGREGATION ORDERS**

COMES NOW the _____ School District, acting by and through its Superintendent, and hereby states and represents to the State Board of Education that, to the best of my knowledge, the _____ School District currently (circle one) (is)(is not) involved in desegregation litigation in a United States Federal Court or is under the continuing jurisdiction of a United States Federal Court Order regarding desegregation of a public school or schools (see "*" at bottom of affidavit).

Further the affiant sayeth not.

IN WITNESS WHEREOF, I hereunto set my hand this _____ day of _____, 20____.

Superintendent

COUNTY of _____
STATE OF ARKANSAS

Sworn and subscribed before me, Notary Public, this _____ day of _____, 20____.

Notary Public

My Commission expires:

* = If you answered, "is involved in desegregation litigation, etc." above, please attach a copy of any applicable Court orders or other relevant documentation.

**ATTACHMENTS PERTAINING TO ADMINISTRATIVE ANNEXATIONS AND
CONSOLIDATIONS OF SCHOOL DISTRICTS**

BEFORE THE ARKANSAS STATE BOARD OF EDUCATION

**IN THE MATTER OF THE ANNEXATION OF _____ SCHOOL
DISTRICT(S) OF _____ COUNTY INTO THE _____ SCHOOL
DISTRICT OF _____ COUNTY:**

PETITION FOR VOLUNTARY ADMINISTRATIVE ANNEXATION

COMES NOW the _____ School District(s) of _____ County and
the _____ School District of _____ County (Petitioners), acting by and
through their respective Superintendent(s) duly authorized, pursuant to Ark. Code Ann. § 6-13-
1601 et seq., and petition the Arkansas State Board of Education (Board) to approve the
voluntary administrative annexation of the petitioning affected school district(s) into the
petitioning receiving _____ School District, and hereby would submit to the Board as
follows:

1. Pursuant to Ark. Code Ann. § 6-13-1601 et seq., the Petitioners hereby submit
and incorporate in this petition as Exhibit A attached hereto, proof of legally binding local board
resolutions to annex the _____ School District(s) into the receiving _____ School
District as approved by a majority of the members of the local boards of education of the
respective Petitioners.

2. The Petitioners hereby submit and incorporate in this petition as Exhibit B
attached hereto, (submit only if public notice was published in the newspaper) proof of public
notice of intent to petition this Board to annex the Petitioners into the receiving _____
School District. Said public notice of intent to annex (was)(was not) published in the local
newspaper(s) of general circulation (or in a state newspaper of daily circulation if local
newspaper does not exist on weekly basis) of the affected districts for a time period of no less

than once a week for two (2) consecutive weeks immediately prior to the filing of this petition with this Board.

3. The Petitioners submit that the average daily membership in each of the two (2) school years immediately preceding the _____ school year were _____ and _____ for the _____ School District and _____ and _____ for the _____ School District.

4. Pursuant to Ark. Code Ann. § 6-13-1603(b), the Petitioners submit and incorporate an affidavit of proof as Exhibit C that the previous average daily membership of the affected school districts was a combined average daily membership of _____ for the _____ school year, which is an average daily membership meeting or exceeding three hundred fifty (350) total students.

5. The Petitioners submit that at the proper school election following the petitioned annexation, the receiving _____ School District shall elect _____ local board members in compliance with Ark. Code Ann. §§ 6-13-1416 and 6-13-1417.

6. The Petitioners submit that their respective school districts are geographically contiguous or that the Board should approve the petitioned non-contiguous annexation because the annexation will result in (a) the overall improvement in the educational benefit to students in all of the school districts involved, or (b) will provide a significant advantage in transportation costs or service to all of the school districts involved based on the following factual reasons:

7. The Petitioners submit that they hereby request through the State Board, an Attorney General Opinion declaring whether the petitioned annexation will or will not hamper, delay or in any manner negatively affect the desegregation of another school district or districts in this state. Upon receipt, the resulting opinion shall be incorporated herein and attached hereto as Exhibit D.

8. Pursuant to Ark. Code Ann. § 6-13-1601 et seq., the Petitioners hereby submit and declare that the effective date of this petitioned annexation shall be July 1, _____, and that there shall be only one local school board and one local superintendent of the receiving _____ School District.

9. If Petitioners are claiming Isolated School status, Petitioners hereby submit that the _____ School District(s) qualify as an isolated school as certified by the attached affidavit of Isolated School Status incorporated in this petition as Exhibit E attached hereto.

10. The Petitioners hereby submit an affidavit of facts by the superintendent of the affected school district(s), which is incorporated as Exhibit F, concerning the relevant status of any federal court-ordered supervision or jurisdiction of desegregation cases involving the affected districts.

11. The Petitioners hereby submit and incorporate in this petition as Exhibit G attached hereto, the written agreement required by Ark. Code Ann. § 6-13-1416.

WHEREFORE, Petitioners request that the Board approve the annexation of the _____ School District(s) of _____ County into the receiving _____ School District of _____ County; that it issue an Order dissolving the affected school district(s) and establishing the receiving _____ School District; that it issue an Order establishing the boundary lines of the receiving school district; and that it file its

Order with the County Clerks of _____ and _____ Counties, Arkansas, with the Secretary of State and with the Geographic Information Office.

Respectfully submitted,

_____ School District

_____ County

By: _____
Superintendent Date

President, School Board Date

_____ School District

_____ County

By: _____
Superintendent Date

President, School Board Date

BEFORE THE ARKANSAS STATE BOARD OF EDUCATION

IN THE MATTER OF THE CONSOLIDATION OF _____ SCHOOL DISTRICT(S) OF _____ COUNTY AND THE _____ SCHOOL DISTRICT OF _____ COUNTY:

PETITION FOR VOLUNTARY ADMINISTRATIVE CONSOLIDATION

COMES NOW the _____ School District(s) of _____ County and the _____ School District of _____ County (Petitioners), acting by and through their respective Superintendent(s) duly authorized, pursuant to Ark. Code Ann. § 6-13-1601 et seq., and petition the Arkansas State Board of Education (Board) to approve the voluntary administrative consolidation of the Petitioners into the resulting _____ School District, and hereby would submit to the Board as follows:

1. Pursuant to Ark. Code Ann. § 6-13-1601 et seq. , the Petitioners hereby submit and incorporate in this petition as Exhibit A attached hereto, proof of legally binding local board resolutions to consolidate the _____ and _____ School District(s) into the resulting _____ School District as approved by a majority of the members of the local boards of education of the respective Petitioners.

2. The Petitioners hereby submit and incorporate in this petition as Exhibit B attached hereto, (submit only if public notice was published in the newspaper) proof of public notice of intent to petition this Board to consolidate the Petitioners into the resulting _____ School District. Said public notice of intent to consolidate (was)(was not) published in the local newspaper(s) of general circulation (or in state newspaper of local daily circulation if local newspaper does not exist on weekly basis) of the affected districts for a time period of no less than once a week for two (2) consecutive weeks immediately prior to the filing of this petition with this Board.

3. The Petitioners submit that the average daily membership in each of the two (2) school years immediately preceding the _____ school year were _____ and _____ for the _____ School District and _____ and _____ for the _____ School District.

4. Pursuant to Ark. Code Ann. § 6-13-1603(b), the Petitioners submit and incorporate an affidavit of proof as Exhibit C that the previous average daily membership of the affected school districts was a combined average daily membership of _____ for the _____ school year, which is an average daily membership meeting or exceeding three hundred fifty (350) total students.

5. Pursuant to Ark. Code Ann. § 6-13-1416, the Petitioners submit that this petitioned consolidation is pursuant to Ark. Code Ann. § 6-13-1602 and that an interim local board of seven (7) board members in accord with Ark. Code Ann. § 6-13-1416 shall be established by _____, and the interim board shall be made up of board members of the affected former districts in proportion to the student's population in the former affected districts.

6. The Petitioners submit that at the first regular school election following the petitioned consolidation, the resulting _____ School District shall elect _____ local board members by zoned elections in compliance with Ark. Code Ann. §§ 6-13-1416 and 6-13-1417.

7. The Petitioners submit that their respective school districts are geographically contiguous or that the Board should approve the petitioned non-contiguous consolidation because the consolidation will result in (a) the overall improvement in the educational benefits to students in all of the school districts involved, or (b) will provide a significant advantage in transportation costs or service to all of the school districts involved based on the following factual reasons:

8. The Petitioners submit that they hereby request through the State Board, an Attorney General Opinion declaring whether the petitioned consolidation will or will not hamper, delay or in any manner negatively affect the desegregation of another school district or districts in this state. Upon receipt, the resulting opinion shall be incorporated herein and attached hereto as Exhibit D.

9. Pursuant to Ark. Code Ann. § 6-13-1601 et seq., the Petitioners hereby submit and declare that the effective date of this petitioned consolidation shall be July 1, _____, and that there shall be only one local school board and one local superintendent of the resulting _____ School District.

10. If Petitioners are claiming Isolated School status, Petitioners hereby submit that the _____ School District(s) qualify as isolated schools as certified by the attached affidavit of Isolated School Status incorporated in this petition as Exhibit E attached hereto.

11. The Petitioners hereby submit an affidavit of facts by the superintendent of the affected school district, which is incorporated as Exhibit F, concerning the relevant status of any federal court-ordered supervision or jurisdiction of desegregation cases involving the affected districts.

12. The Petitioners hereby submit and incorporate in this petition as Exhibit G attached hereto, the written agreement required by Ark. Code Ann. § 6-13-1416.

WHEREFORE, Petitioners request that the Board approve the consolidation of the _____ School District(s) of _____ County and the _____ School District of _____ County into the resulting _____ School District; that it issue an Order dissolving the affected school districts and establishing the resulting school district; that it issue an Order establishing the boundary lines of the resulting school district; and that it file its Order with the County Clerks of the _____ and _____ Counties, Arkansas, the Secretary of State and the Arkansas Geographic Information Office.

Respectfully submitted,

_____ School District

_____ County

By: _____
Superintendent Date

President, School Board Date

_____ School District

_____ County

By: _____
Superintendent Date

President, School Board Date

Exhibit A**SCHOOL BOARD RESOLUTION**

COMES NOW the _____ School District Board acting by and through its Superintendent duly authorized and do herein declare:

A special or regular school board meeting was held on _____, _____, wherein a quorum was present and a majority of the membership voted to approve the consolidation/annexation of the _____ School District with the _____ School District, and the minutes of said meeting reflect such.

Therefore, this document is to serve as the formal resolution of the _____ School District Board of Directors, pursuant to Arkansas law, that said consolidation/annexation is hereby approved.

_____ School District
of _____ County

By: _____
Superintendent Date

By: _____
President, School Board Date

Exhibit C**AFFIDAVIT OF AVERAGE DAILY MEMBERSHIP**

COMES NOW the affiant, _____, Superintendent of the
 _____ School District, and having been duly sworn, states under oath as
 follows:

1. The average daily membership (ADM) of the _____ School
 District, as that term is defined in Ark. Code Ann. § 6-13-1601(4), was _____ students
 for the _____ school year and _____ students for the _____ school year.

2. The combined average daily membership of the affected school districts was
 _____ for the _____ school year, an average daily membership meeting or exceeding
 three hundred fifty (350) total students.

FURTHER, affiant says not.

IN WITNESS WHEREOF, I hereunto set my hand this _____ day of
 _____, _____.

 Superintendent

County of _____
State of Arkansas

Sworn and subscribed before me, Notary Public, this _____ day of
_____, _____.

Notary Public

My Commission expires:

Exhibit E

AFFIDAVIT OF ISOLATED SCHOOL STATUS

Comes the affiant, _____, Superintendent of the _____ School District, and having been duly sworn, states under oath as follows:

1. My name is _____. I am the Superintendent of the _____ School District.
2. My business address is _____.
3. I am aware that pursuant to Ark. Code Ann. § 6-20-601 a school district must meet four (4) of five (5) criteria to qualify as an isolated school.
4. I am aware that pursuant to Ark. Code Ann. § 6-20-602 an isolated school must qualify as an isolated school district under Ark. Code Ann. § 6-20-601 prior to the administrative consolidation or annexation petitioned for herein.
5. I hereby submit that prior to the effective date of the administrative consolidation or annexation, the _____ School District qualified as an isolated school district and, therefore, is entitled to the rights and privileges conferred on an isolated school pursuant to Ark. Code Ann. § 6-20-602.
6. I hereby declare that the _____ School District qualifies for isolated status because the school district meets the following list of at least four (4) of the five (5) criteria of being an isolated school district: *(circle appropriate responses and provide relevant data in the blanks)*
 - a. There is a distance of twelve (12) miles or more by hard-surfaced highway from the high school of the district to the nearest adjacent high school in an adjoining district. The distance is _____.

b. The density ratio of transported students is less than three (3) students per square mile of area. The density ratio is _____.

c. The total area of the district is ninety-five (95) square miles or greater. The total area is _____ square miles.

d. Less than fifty percent (50%) of bus route miles are on hard-surfaced roads. The percent of bus route miles on hard-surface roads is _____.

e. There are geographic barriers such as lakes, rivers, and mountain ranges which would impede travel to schools that otherwise would be appropriate for consolidation, cooperative programs, and shared services. The geographic barriers are _____.

7. Further the affiant sayeth not.

IN WITNESS WHEREOF, I hereunto set my hand this _____ day of _____, _____.

Superintendent

COUNTY OF _____
STATE OF ARKANSAS

Sworn and subscribed before me, Notary Public, this _____ day of _____, _____.

Notary Public

My Commission expires:

EXHIBIT F

AFFIDAVIT CONCERNING DESEGREGATION ORDERS

COMES NOW the _____ School District, acting by and through its Superintendent, and hereby states and represents to the State Board of Education that, to the best of my knowledge, the _____ School District currently (circle one) (is)(is not) involved in desegregation litigation in a United States Federal Court or is under the continuing jurisdiction of a United States Federal Court Order regarding desegregation of a public school or schools (see "*" at bottom of affidavit).

Further the affiant sayeth not.

IN WITNESS WHEREOF, I hereunto set my hand this _____ day of _____, _____.

Superintendent

COUNTY of _____
STATE OF ARKANSAS

Sworn and subscribed before me, Notary Public, this _____ day of _____, _____.

Notary Public

My Commission expires:

* = If you answered, "is involved in desegregation litigation, etc." above, please attach a copy of any applicable Court orders or other relevant documentation.

NATIONAL BOARD CERTIFIED TEACHER PROGRAM

ADVISORY COMMITTEE MEETING

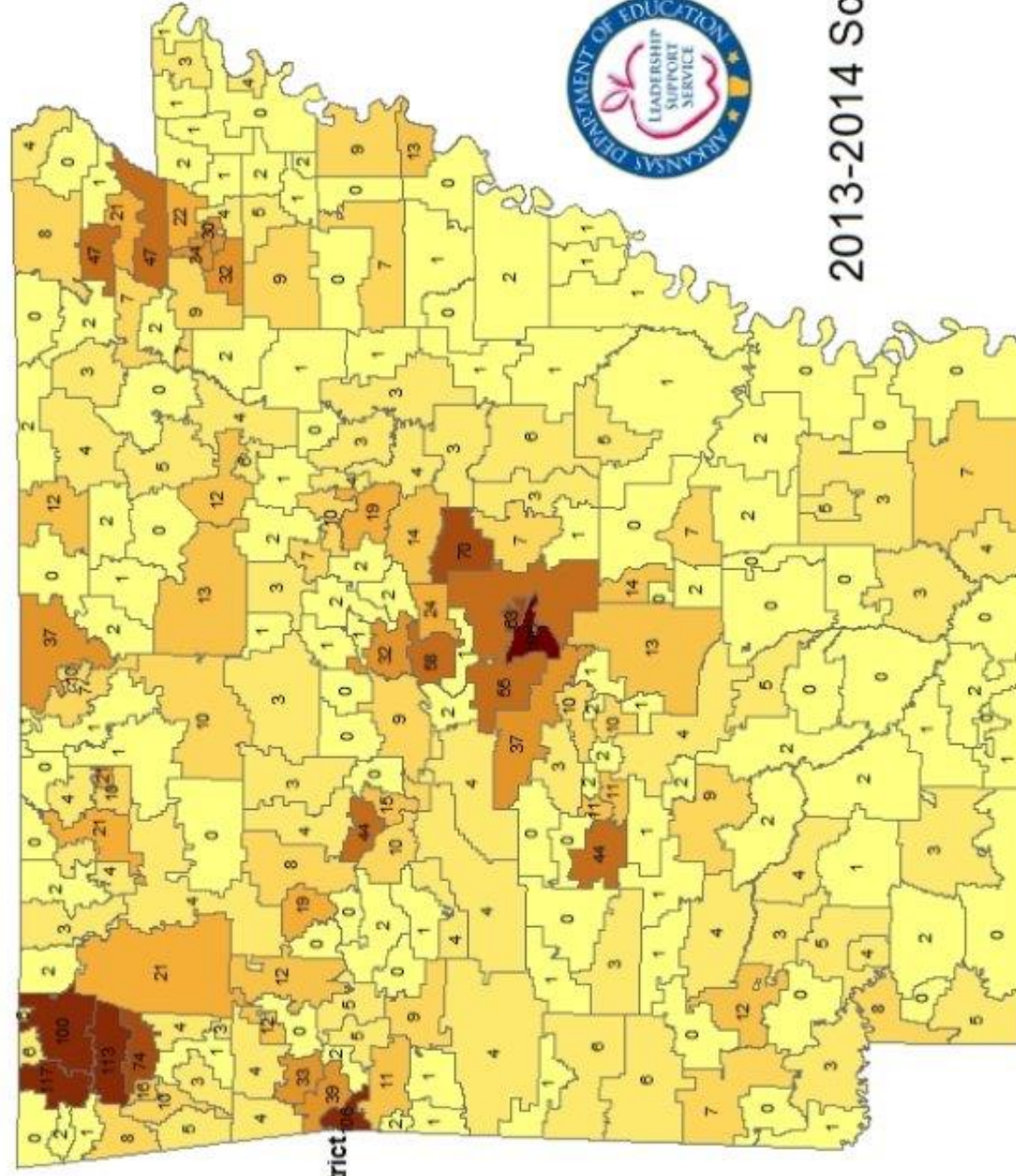
October 21, 2014

1. The members were told the objective of this meeting is to be in alignment with the rules governing National Board which states an advisory committee is established with specific designations for the members. (See committee member list) Members suggested a school district superintendent be added to the committee.
2. Members drew numbers to indicate how many years each member would serve. The range was from one to three years.
3. The members agreed unanimously that the selection process should be driven by a cut-score as was done in earlier years of the program. The committee reviewed the scores of state funded candidates for the years 2010-2014 using the data to determine a cut-score. The previous cut-score was 292. After looking at the perfect score of 385 and various alternative cut scores, the members decided to keep the 292 which would be 75% on a 100% scale.
4. It was decided that the program should go back to the regional face-to-face orientation meetings with the agreement that anyone seeking state funding must attend one of the offered meetings to qualify for state funding. Previously the candidates could go to Arkansas Ideas and view the orientation but few did so. The committee agreed this would be a greater tool for recruitment.
5. Suggestions were made for enhancements to the NBCT online data system, ATLAS. This is the first year for full implementation of the online systems and the committee had helpful suggestions for making the system more user friendly. They suggested additional roles be added to the profile such as self-paid candidate, renewal candidate, and advanced candidate. Even though these do not receive further state funding, they are eligible for state support through support sites around the state.
6. The committee stated that a set amount per candidate should be set for support site funding. Funding should be more for state funded candidates verses renewals and advanced candidates. It was determined that a "cost per candidate" should be determined.
7. A deadline for site selection will be decided and a fall grant will be issued and then a spring grant for any who were not counted in the fall.
8. The next meeting was agreed to be held on February 3, 2015.
9. Meeting adjourned.

National Board Advisory Committee

First Name	Last Name	Position	Term	School
Clara	Carroll	Higher Ed.	3 years	Harding University
Mandee	Carmical	Assistant Principal	3 years	Cabot Schools
Darlynn	Cast	Higher Ed.	1 year	U of A Fort Smith
Christine	Dietz	Teacher	2 years	LRSD
Sandra	Eddleman	Teacher	1 year	Paragould Schools
Suzanne	Louks	Principal	1 year	Pangburn Schools
Corey	Oliver	Teacher	2 Years	Conway Schools
Amy	Thompson	Higher Ed.	3 Years	UCA
Nancy	Woodal	Teacher	2 Years	Greenbrier Schools

NBPTS



2013-2014 School Year

Legend

National Board Teachers By District

NBPTS

0-2

3-6

7-11

11-

17-

25-

 40-

59-

75-

118

Computer Science and Mathematics

Mathematics Curriculum Framework

2014

Course Title: Computer Science and Mathematics
 Course/Unit Credit: 1
 Course Number:
 Teacher Licensure: Please refer to the Course Code Management System (<https://adedata.arkansas.gov/ccms/>) for the most current licensure codes.
 Grades: 9-12
 Prerequisite: Students must have successfully completed coursework for Algebra I (or Algebra A&B) and Geometry (or Geometry A&B). In addition, students must have successfully completed Algebra II or be concurrently enrolled in Algebra II.

Computer Science and Mathematics

This course is designed to provide students with the opportunity to explore the uses of mathematics and computer programming as tools in creating effective solutions to complex problems. Students will develop and refine fundamental skills of computer science within a mathematical context. Computer Science and Mathematics may be counted as a fourth math credit course under Smart Core. Any reference to an algorithm or algorithms in this document includes both mathematics and computer science contexts. Throughout the course, students will use developmentally appropriate and accurate terminology when communicating about technology. Teachers are responsible for including the eight Standards for Mathematical Practice found in the Common Core State Standards for Mathematics (CCSS-M). Computer Science and Mathematics does not require Arkansas Department of Education approval.

Strand	Content Standards
Computational Thinking	1. Students will evaluate different data representations to solve problems. 2. Students will connect the development cycle of algorithm construction to problem solving. 3. Students will create and evaluate algorithms to solve problems.
Computing Practice and Programming	4. Students will evaluate the use of programming languages to solve problems and develop systems. 5. Students will create, test, and use computer programs to solve problems.
Computers and Communication Devices	6. Students will classify electronic devices containing computational processors that execute programs. 7. Students will analyze the relationship between hardware and software. 8. Students will describe the major components and functions of networks.
Social and Ethical Impacts of Computing	9. Students will evaluate appropriate and inappropriate uses of technology. 10. Students will investigate social and ethical issues relating to digital information. 11. Students will explore security and privacy techniques.

Notes:

1. The examples given (e.g.,) are suggestions to guide the instructor.
2. This curriculum framework is intended to assist in district curriculum development and unit design.
3. This curriculum framework is not a progression document, nor is it intended to be a state-mandated curriculum designating how or when content is taught.

Strand: Computational Thinking

Content Standard 1: Students will evaluate different data representations to solve problems.

		CCSS-M Connections
CT.1.CSM.1	Analyze the various mathematical bases (e.g., binary, decimal, hexadecimal) and convert between them	N/A
CT.1.CSM.2	Describe the relationship between binary and hexadecimal representations	N/A
CT.1.CSM.3	Convert information between various encoding formats (e.g., ASCII, Unicode, hexadecimal, binary)	N/A
CT.1.CSM.4	Express the relationship between matrices and arrays	N/A
CT.1.CSM.5	Compare techniques (e.g., sorting, statistics, searching) for analyzing massive data collections	N/A

Strand: Computational Thinking

Content Standard 2: Students will connect the development cycle of algorithm construction to problem solving.

		CCSS-M Connections
CT.2.CSM.1	Describe how mathematical and statistical functions, sets, and logic are used in computation	S.IC.2, 6 S.CP.1
CT.2.CSM.2	Utilize predefined mathematical functions and parameters to divide a complex problem into simpler parts, including parallel processing	A.REI.1 F.IF.1 F.LE.1 F.TF.1,7(+)
CT.2.CSM.3	Interpret truth tables from basic statements using Boolean operators (AND, OR, XOR, and NOT)	N/A
CT.2.CSM.4	Explain ways in which sequence, selection, iteration, and recursion are building blocks of algorithms	F.IF.3 F.BF.1
CT.2.CSM.5	Evaluate concepts of different types of functions, numerically and algebraically <ul style="list-style-type: none"> quadratic functions, including the analysis of the discriminant and complex numbers recursively defined functions, series, and sequences, including arithmetic and geometric exponential and logarithmic functions (including inverse relationship between exponents and logarithms) trigonometric functions to model physical situations (including right triangle trig, laws of sines and cosines) scenarios involving velocity and other quantities that can be represented by vectors 	N.CN.1, 3(+) N.VM.1(+), 3(+) A.SSE.4 A.REI.4 F.IF.3 F.BF.2, 5(+) F.LE.1, 2, 3, 5 F.TF.5, 7(+), 8, 9(+) G.SRT.9(+), 10(+), 11(+)
CT.2.CSM.6	Create systems of equations and matrices based on real-world situations	N.VM.6(+) A.CED.3 A.REI.8(+)
CT.2.CSM.7	Solve systems of equations and matrices by finding inverses, determinants, and other methods	A.REI.1, 2, 3, 4, 6, 7, 9 N.VM.10
CT.2.CSM.8	Analyze decisions and strategies using probability and statistical concepts	S.MD.5(+), 6(+), 7(+)

Strand: Computational Thinking

Content Standard 3: Students will create and evaluate algorithms to solve problems.

		CCSS-M Connections
CT.3.CSM.1	Utilize modeling and simulation techniques to represent and understand natural phenomena	F.IF.4 F.BF.2 F.LE.1, 2 F.TF.5
CT.3.CSM.2	Examine classical algorithms (e.g., discriminant in quadratic formula, matrix manipulation, searching, sorting, shortest path, minimum spanning tree)	A.REI.4 N.VM.9(+), 10(+), 11(+)
CT.3.CSM.3	Manipulate formulas and equations and apply them to algorithm development	A.REI.1, 2, 3, 4
CT.3.CSM.4	Apply algorithm analysis and design techniques to solve problems	N/A
CT.3.CSM.5	Write algorithms to solve mathematical problems using formulas, equations, matrices, and functions	N.VM.7(+) A.SSE.4 A.CED.1 A.REI.7 F.BF.1, 2, 5(+) G.GMD.3
CT.3.CSM.6	Implement conditional statements that include if/then, if/then/else, case statements, and Boolean logic, in the design of algorithms	N/A
CT.3.CSM.7	Represent algorithms using flowcharts and pseudocode	N/A
CT.3.CSM.8	Combine standard function types using arithmetic operations	F.BF.1, 2, 3
CT.3.CSM.9	Analyze algorithms for correctness, clarity, and efficiency	A.REI.1

Strand: Computing Practice and Programming

Content Standard 4: Students will evaluate the use of programming languages to solve problems and develop systems.

CCSS-M
Connections

CPP.4.CSM.1	Compare and contrast computer programming languages and paradigms (e.g., compiled and interpreted languages, procedural and object-oriented paradigms)	N/A
CPP.4.CSM.2	Diagram the program execution process	HS.M
CPP.4.CSM.3	Determine the output of a given sample program without the use of a computer	A.SSE.1, 2, 3

Strand: Computing Practice and Programming

Content Standard 5: Students will create, test, and use computer programs to solve problems.

CCSS-M
Connections

CPP.5.CSM.1	Implement computing applications using the following software development tools and techniques <ul style="list-style-type: none"> • branching (if, if-else) • declare, define, and reference variables • lists/arrays • looping (for, while, do/while) • matrices/two-dimensional arrays • primitive data types • recursion • sequencing 	N.Q.1, 2, 3 N.VM.6(+) HS.M A.CED.1, 2, 3 F.BF.2 F.IF.8
CPP.5.CSM.2	Use various debugging and testing methods (e.g., debugging statements, breakpoints, memory inspection, test cases, unit testing, white box, black box, integration testing) to ensure program correctness	A.CED.4 F.LE.5 G.MG.3
CPP.5.CSM.3	Cite evidence to support or refute the correctness of software solutions	N/A
CPP.5.CSM.4	Use the following Application Program Interfaces (API) and libraries to create problem solving computer programs <ul style="list-style-type: none"> • file input/output • math libraries (e.g., absolute value, square root, quadratic, exponentiation, trigonometry) • utilities (e.g., random number generators) 	S.ID.8 S.IC.2, 3 S.CP.9 S.MD.1, 6

Strand: Computers and Communications Devices

Content Standard 6: Students will classify electronic devices containing computational processors that execute programs.

CCSS-M
Connections

CCD.6.CSM.1	Recognize that computers are devices that execute programs	N/A
CCD.6.CSM.2	Identify a variety of electronic devices (e.g., cell phones, desktops, laptops, vehicles, programmable thermostats, programmable kitchen appliances) that contain computational processors	N/A
CCD.6.CSM.3	Describe unique features of computers embedded in mobile devices and vehicles	N/A
CCD.6.CSM.4	Investigate the history of computers, identifying contributors and major milestones (e.g., Alan Turing, Charles Babbage, Ada Lovelace, Grace Hopper, analytical machine, ENIAC, IBM PC)	N/A

Strand: Computers and Communications Devices

Content Standard 7: Students will analyze the relationship between hardware and software.

CCSS-M
Connections

CCD.7.CSM.1	Demonstrate an understanding of the relationship between hardware and software	N/A
CCD.7.CSM.2	Develop criteria for purchasing or upgrading computer system hardware	N/A
CCD.7.CSM.3	Describe primary components of computer systems (e.g., input, output, processing, storage)	N/A
CCD.7.CSM.4	Explain multiple levels of hardware and software that support program execution (e.g., compilers, interpreters, operating systems, networks)	N/A
CCD.7.CSM.5	Apply strategies for identifying and solving routine hardware problems that occur during everyday computer use	N/A

Strand: Computers and Communications Devices

Content Standard 8: Students will describe the major components and functions of networks.

CCSS-M
Connections

CCD.8.CSM.1	Describe how the Internet facilitates global communication	N/A
CCD.8.CSM.2	Describe issues that impact network functionality (e.g., latency, bandwidth, firewalls, server capability)	N/A
CCD.8.CSM.3	Describe primary hardware and software components of a network (e.g., hosts, routers, switches, links, servers, network interface cards, applications, web browsers, HTTP, TCP, IP, CSMA)	N/A

Strand: Social and Ethical Impacts of Computing

Content Standard 9. Students will evaluate appropriate and inappropriate uses of technology.

CCSS-M
Connections

SEI.9.CSM.1	Summarize appropriate and inappropriate technological behaviors, including issues of privacy, copyright, security, legalities, and politics	N/A
SEI.9.CSM.2	Explore the ramifications of inappropriate uses of technology	N/A
SEI.9.CSM.3	Investigate the national and global economic impact of cybercrime	N/A

Strand: Social and Ethical Impacts of Computing

Content Standard 10: Students will investigate social and ethical issues relating to digital information.

CCSS-M
Connections

SEI.10.CSM.1	Discuss accessibility issues (e.g., adaptive technology for special needs individuals, censorship, geographical locations, economically-disadvantaged populations)	N/A
SEI.10.CSM.2	Compare the reliability of various online sources	N/A
SEI.10.CSM.3	Investigate information ownership topics <ul style="list-style-type: none"> • access • distribution rights • hacking • licensure • open source • public domain • software piracy 	N/A
SEI.10.CSM.4	Describe security and privacy issues that relate to computer networks	N/A

Strand: Social and Ethical Impacts of Computing

Content Standard 11: Students will explore security and privacy techniques.

		CCSS-M Connections
SEI.11.CSM.1	Explain principles of network security and techniques that protect stored and transmitted data (e.g., encryption, cryptography, authentication)	N/A
SEI.11.CSM.2	Develop an algorithm that demonstrates a security technique	N/A
SEI.11.CSM.3	Debug an algorithm that demonstrates a security technique	N/A

Contributors

The following people contributed to the development of this document:

Stephany Alhajjaj – Little Rock School District	Daniel Moix – Bryant Public School District
Virginia Cocanower – Bentonville School District	Kimberly Raup – Conway School District
Carl Frank – Arkansas School for Mathematics, Sciences, and the Arts	Cindy Robinson – Springdale School District
Jim Furniss – Riverview School District	Tom Simmons – El Dorado School District
Marion Harris – Lincoln Consolidated School District	Ashley Steed – Star City School District
Catherine Leach – Henderson State University	

Turkish I-IV

Foreign Languages
Curriculum Framework

Created 2014

Course Title: Turkish I-IV
Course/Unit Credit: 1 per course

	Turkish I	Turkish II	Turkish III	Turkish IV
Course Number:	449000	449010	449020	449030

Teacher Licensure: Please refer to the Course Code Management System (<https://adedata.arkansas.gov/ccms/>) for the most current licensure codes.

Grades: 9-12

Prerequisites: There is no prerequisite for Turkish I. The student entering Turkish II, III, or IV must successfully complete the preceding year of study of Turkish.

Turkish I-IV

Turkish I, II, III, and IV provide basic instruction in pronunciation, aural comprehension, vocabulary, and grammar, and eventually lead to increased communicative and cultural proficiency in the Turkish language. The Turkish language, culture, traditions, and current events are introduced at the appropriate level through selected readings, audio/visual recordings, and other authentic materials. Listening, speaking, writing, role-playing, and group activities are designed to instruct, reinforce, and connect language skills. Turkish I, II, III, and IV include applications, problem solving, higher-order thinking skills, and performance-based and project-based assessments. Arkansas Department of Education approval for the courses listed above is not required.

Turkish I-IV

Strand	Content Standard
Communication	
	1. Students will interpret aural, written, and visual messages in the target language. (interpretive)
	2. Students will interact by speaking and writing in the target language. (interpersonal)
	3. Students will present information in the target language. (presentational)
Culture	
	4. Students will investigate the practices, products, and perspectives of the target culture(s).
Connections	
	5. Students will apply the target language to reinforce and expand knowledge of other subject areas.
	6. Students will recognize the common and unique views and contributions of the target language and its cultures.
Comparisons	
	7. Students will explain the similarities and differences between the target language and the students' primary language.
	8. Students will explain the similarities and differences between the target culture(s) and the students' native culture.
Communities	
	9. Students will examine ways to use the target language personally and professionally.

Note:

1. The Turkish I-IV document consists of a course description, an appendix of exceptions, and a glossary. This document is intended to be used in conjunction with the Modern Languages I-IV curriculum framework. All notes appearing on page 2 of the Modern Languages I-IV Curriculum Framework apply to Turkish I-IV.

Appendix 4: Turkish – Exceptions

This appendix contains exceptions that apply to the teaching of Turkish within the Modern Languages I-IV Frameworks. These exceptions apply to the level of study, strand, standard, and SLE indicated.

SLE	Exception
CMC.1.MLI.1	Remove “syllables”; add “ <i>vowel harmony</i> (sesli uyumu)”
CMC.1.MLI.3	Remove “cognates”
CMC.1.MLI.6	Replace “Understand” with “Recognize”
CMC.1.MLI.8	Remove “cognates”, “inferences”, and “predictions”
CMC.1.MLI.9	This SLE is not applicable for Turkish I (higher proficiency level is required)
CMC.1.MLI.10	Remove “or without”
CMC.1.MLI.12	This SLE is not applicable to Turkish I (higher proficiency level is required)
CMC.2.MLI.1	Replace SLE with “Interact in a range of simple conversations and collaborations in the present progressive tense”
CMC.2.MLI.2	Add “basic” before “idiomatic expressions”
CMC.2.MLI.3	Add “basic” after “Exchange” and “simple” after “through”
CMC.3.MLI.1	Add “in familiar or rehearsed situations”
CMC.3.MLI.5	This SLE is not applicable to Turkish I (higher proficiency level is required)
CMP.7.MLI.1	Remove “cognates” and “false cognates”
CMP.7.MLI.6	Remove “tones, pitch, intonation”
CMC.1.MLII.1	Add “ <i>vowel harmony</i> (sesli uyumu)”
CMC.1.MLII.3	Remove “cognates”
CMC.1.MLII.6	Replace “Interpret” with “Identify”; remove “a variety of”
CMC.1.MLII.8	Remove “cognates”, “inferences”, and “predictions”
CMC.1.MLII.9	Replace SLE with “Identify central idea(s) and specific information from a variety of appropriate texts and visual media on familiar topics”
CMC.1.MLII.10	Remove “or without”
CMC.1.MLII.12	This SLE is not applicable to Turkish II (higher proficiency level is required)
CMC.2.MLII.1	Replace SLE with “Interact in conversations and collaborations in present continuous and past simple tenses”
CMC.2.MLII.2	Add “basic” before “idiomatic expressions”
CMC.2.MLII.4	Replace “unrehearsed” with “rehearsed”
CMC.2.MLII.5	Remove “and circumlocution”
CMC.2.MLII.7	Replace SLE with “Apply adjectives with nouns”
CMC.2.MLII.8	Remove “opinions, viewpoints”
CMC.3.MLII.1	Add “in familiar or rehearsed situations”
CMC.3.MLII.2	Add “familiar” before “topics”
CMC.3.MLII.4	Replace “unfamiliar” with “familiar”
CMP.7.MLII.1	Remove “cognates” and “false cognates”

CMC.1.MLIII.5	Remove “and unfamiliar”
CMC.1.MLIII.6	Replace “complex” with “a variety of”
CMC.1.MLIII.8	Replace “complex texts” with “simple texts”; remove “cognates”, “inferences”, and “predictions”
CMC.1.MLIII.9	Replace SLE with “Examine a variety of appropriate texts and visual media on familiar topics for central idea, purpose and theme”
CMC.1.MLIII.10	Remove “or without”
CMC.1.MLIII.12	This SLE is not applicable to Turkish III (higher proficiency level is required)
CMC.2.MLIII.1	Replace “unrehearsed” with “rehearsed”
CMC.2.MLIII.3	Replace “Use circumlocution skills to exchange” with “Exchange detailed”
CMC.2.MLIII.5	Remove “and circumlocution”
CMC.2.MLIII.8	Remove “moods and”
CMC.2.MLIII.9	This SLE is not applicable to Turkish III (higher proficiency level is required)
CMC.3.MLIII.2	Add “familiar” before “topics”
CMC.3.MLIII.5	Remove “and unfamiliar”
CLT.4.MLIII.6	Replace “Analyze” with “Investigate”
CMP.7.MLIII.1	Remove “cognates” and “false cognates”
CMC.1.MLIV.1	Remove “and subtle”
CMC.1.MLIV.9	Replace “Analyze” with “Identify”
CMC.1.MLIV.10	Replace SLE with “Identify central idea(s) and specific information from a variety of auditory sources with or without visual cues”
CMC.1.MLIV.12	Replace SLE with “Draw conclusions from a variety of simple oral, visual, and textual sources, citing evidence”
CMC.2.MLIV.1	Remove “extended”
CMC.2.MLIV.3	Replace “complex, or unfamiliar” with “familiar”
CMC.2.MLIV.5	This SLE is not applicable to Turkish IV (higher proficiency level is required)
CMC.2.MLIV.7	This SLE is not applicable to Turkish IV (higher proficiency level is required)
CMC.2.MLIV.9	This SLE is not applicable to Turkish IV (higher proficiency level is required)
CMC.3.MLIV.2	This SLE is not applicable to Turkish IV (higher proficiency level is required)
CMC.3.MLIV.6	This SLE is not applicable to Turkish IV (higher proficiency level is required)
CMC.3.MLIV.7	This SLE is not applicable to Turkish IV (higher proficiency level is required)
CLT.4.MLIV.1	Remove “in the target language”
CLT.4.MLIV.2	Remove “in the target language”
CLT.4.MLIV.3	Remove “in the target language”
CLT.4.MLIV.4	Remove “using the target language”
CLT.4.MLIV.5	Remove “in the target language”
CLT.4.MLIV.6	Remove “in the target language”
CLT.4.MLIV.9	Remove “using the target language”
CNN.6.MLIV.1	Remove “in the target language”
CNN.6.MLIV.4	Remove “in the target language”
CNN.6.MLIV.5	Remove “in the target language”
CMP.7.MLIV.1	Remove “cognates” and “false cognates”

Glossary for Turkish Language I-IV

Vowel harmony	A system of vowel changes in which articulatory features of a vowel (such as tongue position and roundedness) predetermine the vowel within the subsequent syllable or suffix, which serve to make the sounds of the language flow more smoothly without changing the meanings of the subsequent syllable or suffix
---------------	---

Contributors

The following people contributed to the development of this document:

Cuneyt Akdemir -- The LISA Academy, Little Rock
Adnan Ekin -- The LISA Academy, Little Rock
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2014-2015 Application Cycle

Charter Authorizing Panel Decision Letter

Redfield Tri-County Charter School

Redfield, Arkansas



ARKANSAS DEPARTMENT OF EDUCATION

Tony Wood
Commissioner

November 20, 2014

State Board
of Education

Mr. Larry O'Briant
Redfield Tri-County Charter School
712 Schoolwood Cove
Redfield, Arkansas 72132

Sam Ledbetter
Little Rock
Chair

RE: Notice of Charter Authorizing Panel Decision
Redfield Tri-County Charter School

Toyce Newton
Crossett
Vice Chair

Dear Mr. O'Briant:

Dr. Jay Barth
Little Rock

On November 19, 2014, the Charter Authorizing Panel met and denied the application for Redfield Tri-County Charter School. The Charter Authorizing Panel noted the following reasons for denial.

Joe Black
Newport

- Concerns about the school lunch program
- Concerns about the development of curriculum
- Concerns about financial stability
- Lack of planning beyond the initial startup year
- Lack of technology as a STEM based model

Kim Davis
Fayetteville

Alice Mahony
El Dorado

The Charter Authorizing Panel voted to not allow the application to be resubmitted during this application cycle. 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.

Mireya Reith
Fayetteville

Vicki Saviers
Little Rock

Diane Zook
Melbourne

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 Tuesday, November 25, 2014**, in order for the request to be included on the State Board of Education agenda for the meeting on December 11, 2014. 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 11, and, at that time, the board will determine whether or not to review the panel's decision. If the State Board decides to review the panel's decision, the review will take place at a later meeting.

Let me know if you have any questions. I can be reached by phone at (501) 682-4240 or by email at cindy.hogue@arkansas.gov.

Sincerely,

Cindy Hogue, Director
Office of Educational Options

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

C: Dr. Larry Smith, Superintendent, Whitehall School District
Jarrod Williams, Superintendent, Sheridan School District
Dr. Jerry Guess, Superintendent, Pulaski County Special School District

2014-2015 Application Cycle

Additional Materials Distributed at the Hearing

Redfield Tri-County Charter School

Redfield, Arkansas

Documentation For RTCCS Public Hearing

RTCCS held a public hearing on Thursday, 13 November 2014 from 7 pm to 8 pm. The location for the public hearing was 101 School Street in Redfield, AR. The meeting was published in the *White Hall Journal* on the three Wednesdays (22 October, 29 October, and 05 November) preceding the meeting. Copies of the newspaper advertisements have been submitted to the Arkansas Department of Education. Flyers for the meeting were also posted East End, Hensley, Woodson, Redfield, and Jefferson.

Sandra Smith-Jones presented a PowerPoint presentation covering information pertaining to the facility RTCCS will use for the school and she also shared information on the STEM curriculum along with plans for parental involvement. Questions were on-topic and brought about meaningful discussion during the meetings. Attendees were supportive of our efforts to get a charter school authorized in Redfield. After the presentation was concluded, Sandra Smith-Jones and members of the RTCCS board of directors were available to answer any questions. Several attendees asked questions such as qualifications teachers would need to teach at the school, methods to be used to recruit students, and how the lottery would work if it was needed. No one present spoke in opposition to the charter school.

Redfield Tri-County Charter School Middle School

Public Meeting

Grades 5 - 8



I support the establishment of Redfield Tri-County Charter School – **free** public schools of choice in Redfield and the surrounding area of Jefferson, Grant, Saline, and Pulaski Counties

Name Please Print	City of Residence	Phone Number	Signature
Michelle Ferguson	Redfield	501-766-0081	Michelle Ferguson
Bobby E. Turner Jr	Redfield	870-550-3636	Bobby E. Turner Jr
Shirley Ramey	Redfield	501-658-0335	Shirley Ramey
Sara Marsh	Redfield	501-397-7164	Sara Marsh
HARMON CARL	Redfield	501-200-0567	HARMON CARL
Adell Newton	Redfield	501-397-2297	Adell Newton
Elizabeth A. Turk-Rowan	Redfield	870-942-5480	Elizabeth A. Turk-Rowan
Todd Dobbins	Redfield	501-240-8881	Todd Dobbins
Stacy Dobbins	Redfield	501-247-9855	Stacy Dobbins
Casey Newton	Redfield	501-200-0781	Casey Newton
Diane Kight	Sheridan	501-397-2220	Diane Kight
James Kight	Sheridan	501-397-2220	James Kight
Donna Bates	Redfield	501-590-5091	Donna Bates
Sandra Smith-Jones	VAB	757-615-1362	Sandra Jones
Dane Fultz	Redfield	501-817-4452	Dane Fultz
DIANN SMITH	Redfield	501-397-2421	DIANN SMITH
Ken G. Smith	Redfield	501-397-7575	Ken G. Smith
Allison Turner	Redfield	870-515-1354	Allison Turner

13 November 2014

Harmon Carter
1315 Donna Drive
Redfield, AR 72132

Attention: Charter School Authorizing Panel

I as the newly elected Mayor of Redfield, would like to put on record that I am in full support of the Redfield Tri-County Charter School.

Sincerely,

A handwritten signature in cursive script that reads "Harmon Carter". The signature is written in black ink and is positioned above the printed name.

Harmon Carter

2014-2015 Application Cycle

Redfield Tri-County Summary

Redfield Tri-County Charter School

Redfield, Arkansas

Redfield Tri-County Charter School

Sponsoring Entity: Redfield Tri-County Charter School
IRS Status: 501(c)(3) non-profit status
Grade Levels: 5-12 (5-8 first year)
Student Enrollment Cap: 375 (175 first year)
Address of Proposed Charter: 101 School Street, Redfield AR 72132

Mission Statement

RTCCS will strive to instill in each student core character values, a sense of community service, and a love of learning. Students will be empowered to achieve academic excellence and will be cognizant of their potential to change and improve themselves and their community.

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

White Hall School District

44.19% free and reduced-price lunch (2013-2014)

Needs Improvement School District (ESEA 2013)-Graduation Rate and Mathematics

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

- Arkansas Code Annotated §6-23-302 "The last publication date of the notice was no less than seven days prior to the public meeting." Redfield Tri-County Charter School published the last notice on July 16, 2014 and the public meeting was held on July 17, 2014, which did not meet the requirements outlined in §6-23-302. Additional documentation is attached showing the correction of the deficiency and the applicant may provide the results from the public hearing at the charter authorizing panel meeting.
- The process to be followed when securing a food service management company or caterer/vendor for meal service.

Documentation Provided in Support of the Charter

Petition of Support Included in Application

30 Signatures

Letters of Support Included in Application

Tiffany Tuck Spivey

President, Redfield Chamber of Commerce

Tony Lawhon

Mayor of Redfield

Ken Shollmier

Schollmier & Company, Inc.

Other Petitions (available for review)

80 Signatures

2014-2015 Application Cycle

Public Hearing Documents

Redfield Tri-County Charter School

Redfield, Arkansas

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For 5th - 8th Grade Students

in Jefferson, Grant, and Pulaski Counties

A Public Meeting Will Be Held To Discuss

Establishing a Charter School in Redfield

Date: Thursday, November 13, 2014 Time: 7:00 PM

Location: Redfield Community Center

101 School Street, Redfield, AR 72132

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PUBLIC NOTICE

REDFIELD TRI-COUNTY CHARTER SCHOOL

<http://www.redfieldtricitycharterschool.org>

has an exciting educational opportunity

For 5th - 8th Grade Students

in Jefferson, Grant, and Pulaski Counties

A Public Meeting Will Be Held To Discuss

Establishing a Charter School in Redfield

Date: Thursday, November 13, 2014 Time: 7:00 PM

Location: Redfield Community Center

101 School Street, Redfield, AR 72132



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Date: Thursday, November 13, 2014 Time: 7:00 PM

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101 School Street, Redfield, AR 72132

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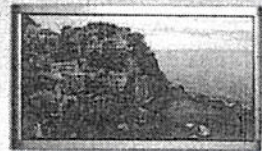
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Legal Notice

Mrs. Dorothy Welch, Asst. Superintendent, gave the School Board notice on October 14, 2014 at the White Hall School Board Meeting. To the standards. She delivered to each Board Member and Media items:

- District Elementary and Secondary Benchmark Math and
- District EOC scores
- District ACT scores
- Ethnicity by District and by Campus
- Home School totals
- School Choice totals by grade and ethnicity
- Special Education Test Scores
- All seven campuses were NCA certified and that all seven completed their 6 annual hours of professional development
- Mrs. Dorothy Welch addressed the Board in regards to



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AFFIDAVIT OF PUBLICATION
STATE OF ARKANSAS
COUNTY OF JEFFERSON

I, Vicki Kelly, do solemnly swear that I am the advertising director of the White Hall Journal, a weekly newspaper have a bona fide legal circulation in Jefferson County, published in the city of White Hall, Arkansas, and that a copy of the attached legal advertisement was published in the regular and entire issue of said weekly 3 consecutive week(s), commencing with the issue dated _____.

1st Insertion Oct 22 2014

2nd Insertion Oct 29 2014

3rd Insertion Nov 5 2014

4th Insertion _____ 20____

5th Insertion _____ 20____

Signed: Vicki Kelly

Subscribed and Sworn to before me this 5th day of Nov, 2014



Stephanie B. Tiner

Notary Public

My commission Expires October 31, 2018

06/29/14

WHITE HALL JOURNAL
P.O. BOX 20755
WHITE HALL AR 71612-0755
Questions? Call: (870)247-4700

INVOICE/STATEMENT
Copy No. 1
Page No. 1

CUST# 1157 10

REDFIELD TRI COUNTY CS
PO Box 351
Redfield, AR 72132

INVOICE	DATE	DESCRIPTION	QUANTITY	RATE	TAX	AMOUNT
BALANCE FORWARD						.00
06/25/14	PUBLIC NOTICE	6.00I	.0000	.00	54.93	
07/02/14	PUBLIC NOTICE	6.00I	.0000	.00	54.93	
07/16/14	PUBLIC NOTICE	6.00I	.0000	.00	54.93	

pd
ck. 9433
7/17/14
jm

CURRENT	30 DAYS	60 DAYS	90 DAYS	PLEASE PAY --> 164.79
164.79	.00	.00		



Ann Rowan <redfieldtricitycharterschool@gmail.com>

Public Hearing Notification For Proposed Charter School In Redfield

1 message

Ann Rowan <redfieldtricitycharterschool@gmail.com>

Thu, Oct 23, 2014 at 12:31
PM

To: jerrodwilliams@sheridanschools.org, lesmith@whitehallsd.org, jguess@pcssd.org,
ade.charterschools@arkansas.gov

Redfield Tri-County Charter School (RTCCS) will have a public hearing on a proposed 5th-8th charter school to be located in Redfield, AR. The hearing will be on Thursday, 13 November 2014 at 7:00 PM at the Redfield Community Center located at 101 School Street, Redfield, AR 72132.

Additional Materials Submitted by the Applicant

Redfield Tri-County Charter School

Redfield, Arkansas



October 10, 2014

Charter Authorizing Panel
Arkansas Department of Education
Four Capitol Mall
Little Rock, Arkansas 72201

Dear Madam/Sir:

I am extremely pleased to write this letter of support for Redfield Tri-County STEM Charter School (RTCCS). If approved, it would be another plank in the STEM education platform that is emerging here in the Arkansas Delta. Since 2003, the University of Arkansas at Pine Bluff has implemented a very focused and strategic plan to increase the numbers of well-prepared STEM graduates who will help to meet Arkansas, the nation and the global community's workforce needs in the high technology and information based current and expanding economy.

While our primary STEM enrichment interventions are focused on college students, we have also added outreach to middle and high school students through events including a Science Fair Expo and a 4-week STEM Saturday Academy for 10th -12th grade STEM interested students and their STEM teachers. The Redfield Tri-County STEM Charter School will be added to our outreach sites so that those young STEM students can receive the benefits of our enrichment activities including the Science Fair EXPO as well as tours of our new state-of-the-art STEM facility which has green features. They will be able to observe the environmentally friendly system of heating and cooling the facility.

Many of our undergraduate STEM Scholars are required to participate in STEM related activities such as tutorials, assistance in Science Fair Project preparation; community service projects such as assisting with a study group or working with organizations such as the Kappa League (focused on young men). We will add RTCCS to our list of partners and have our students (under our faculty and RTCCS faculty supervision) work with RTCCS to form clubs such as a computer club or a mathematics club. For our graduate (M.Ed.) students in Science and Mathematics Education, practice teaching is required. RTCCS will be added to our list of student teaching sites.

Though Redfield Tri-County STEM Charter School and the University of Arkansas at Pine Bluff are at different points on the educational continuum, our shared commitment to high quality STEM education and research training opens up many opportunities for symbiotic partnerships as we work collectively to help ensure United States readiness in terms of a well-prepared and innovative STEM workforce in the near term and for future generations.

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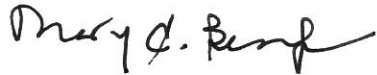
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October 10, 2014
Cont....-2-

I wish for the Redfield Tri-County STEM Charter School great success in adding this new and much needed STEM educational opportunity for our students here in the Arkansas Delta. I will be available for on-going dialogue and consultation, if needed, as the Redfield STEM Charter School grows and flourishes.

Sincerely,

A handwritten signature in black ink, appearing to read "Mary E. Benjamin". The signature is fluid and cursive, with a long horizontal stroke at the end.

Mary E. Benjamin
Vice Chancellor for Research, Innovation and Economic Development
P.I., UAPB STEM Academy

Precious Hearts Student Center

1611 Brentwood Drive
Pine Bluff, Arkansas 71601
(870) 267-2186

October 4, 2014

Dear Charter Authorizing Panel:

My name is Toni Burton-Walker and I am the Founder and Executive Director of Precious Hearts Student Center. This program is a 501c3 approved organization in Pine Bluff, Arkansas. I additionally am the founder and Administrator for the Precious Hearts At Risk Feeding (After School) Program in Redfield, Arkansas.

I am a long time resident of Redfield and a supporter of the community. I believe with the return of a school, especially a STEM charter school, the area will be reinvigorated and families will have a place close to home to educate their children.

A charter school will allow our children to attend a school close to home and to participate in after school and intramural activities without the worry of traveling long distances home in the evening.

The Redfield campus has a small quaint family atmosphere where I am sure the students will flourish as they learn.

I have had the opportunity to work with the young people ages 5-19 in our Redfield food service program. My program has provided meals for these students and their families in this community. We look forward to the opportunity to partner with the Redfield Tri-county Charter School which will provide meals for their after school programs during the school year.

Thank you for your time and consideration. Once again I am in full support of the Redfield Tri-County Charter School and ask that you approve the application so the city of Redfield can once again have a thriving community and school.

Thank you for your time and service to the children of Arkansas.

Sincerely,



Toni Burton-Walker MHA, BSN, RN
Precious Hearts Student Center
Founder & Executive Director

ADE Evaluation and Applicant Responses

Redfield Tri-County Charter School

Redfield, Arkansas

REDFIELD TRI-COUNTY CHARTER SCHOOL

PART A GENERAL INFORMATION

Sponsoring Entity: **Redfield Tri-County Charter School**

IRS Status: **501(c)(3) non-profit status**

Grade Levels: **5-12 (5-8 first year)**

Student Enrollment Cap: **375 (175 first year)**

Address of Proposed Charter: **101 School Street, Redfield AR 72132**

PRE-APPLICATION MATERIALS

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

Evaluation Criteria:

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

Fully Responsive

PART B EXECUTIVE SUMMARY

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

Evaluation Criteria:

- A mission statement (with content to be evaluated for Prompt #3 of Part C); and
- The key programmatic features of the proposed charter school

Fully Responsive

PART C NARRATIVE DESCRIPTION OF THE PROPOSED CHARTER

C1: PUBLIC HEARING RESULTS

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

Evaluation Criteria:

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

Partially Responsive - FULLY RESPONSIVE (BASED ON RESPONSE)

Concerns and Additional Questions

There is only one newspaper printing of the public notice included in the application. Provide the documentation from the newspaper showing that the other two required notices were published.

The three publications of the public hearing notice are appended to this document as an attachment.

The application states that the last meeting notice was not published more than seven days before the meeting. Provide documentation showing that the notices were requested and scheduled to run in the newspaper by the dates required.

Redfield Tri-County Charter School in good faith submitted the request for publication of the Ad for the RTCCS public hearing as required by the Arkansas Department of Education. Ms. Elizabeth (Liz) Tuck-Rowan emailed Vickie Kelly and asked that the Ad be published on June 25, July 2, and

July 9. These dates met the requirements for the charter school application.

RTCCS has attached a copy of two emails between Mrs. Elizabeth (Liz) Tuck-Rowan (email: Liz.Tuck-Rowan@carkw.com) and Ms. Vicki Kelly (vkelly@whitehalljournal.com) at the White Hall Journal. The first email (first two pages of attachments section) has content showing where Ms. Kelly emailed the proof to Liz Tuck-Rowan on Tuesday, June 17, 2014 at 9:50 AM. The email from Ms. Kelly was a proof of the Ad for Mrs. Tuck-Rowan to review and Ms. Kelly states the Ad will run on the 25th and July 2 & 9. The second email (third page of attachments section) was sent from Ms. Vicky Kelly to Mrs. Liz Tuck-Rowan on Thursday, July 10, 2014 at 8:52 AM. Ms. Kelly states the Ad only ran 2 weeks, June 25 & July 2. Ms. Kelly states it was her fault because she did not schedule it for the 3rd week, July 9. She asked Mrs. Tuck-Rowan if she wanted to run the Ad one more time on the 16th (July). The White Hall Journal did run the Ad a third time on July 16. A copy of the three advertisements has been included as attachments to the RTCCS response.

C2: GOVERNING STRUCTURE

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

Evaluation Criteria:

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

Fully Responsive

C3: MISSION STATEMENT

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

Evaluation Criteria:

- A mission statement that is clear and succinct

Fully Responsive

C4: EDUCATIONAL NEED

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

Evaluation Criteria:

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

Partially Responsive - FULLY RESPONSIVE (BASED ON RESPONSE)

Concerns and Additional Questions

Provide supporting evidence that the targeted students are more likely to drop out if they attend a larger school.

RTCCS asserts there are correlations between students from low-income families dropping out before achieving their high school diploma if they are attending large schools. For students from areas outside of cities in Arkansas, attending a large school usually means the students are being transported from outlying areas to the school. In an article titled “High School Dropouts in the United States” published on Wikipedia in February 2013, it is stated that high school dropouts are more likely to be unemployed, have low-paying jobs, be incarcerated, have children at early ages and/or become single parents. The article goes further and states “School size has a very strong non-linear correlation with dropout rate.” This claim was based on a study by Jacob Werblow in 2009. Werblow’s found increases in school size can be “associated with a 12% increase in average student dropout rate”.

In an article found on wsws.org (World Socialist Web Site), statistics from a study by the National Center for Education Statistics (NCES) indicate that low-income students fail to graduate at five times the rate of middle-income families and six times that of higher-income youth. The students in Redfield and the surrounding areas are financially disadvantaged. This is not to say that all low-income students attending larger schools will dropout, but they are at greater risk of dropping out. RTCCS will actively recruit students from low-income areas currently attending schools larger than the proposed size of RTCCS.

The middle schools in the area surrounding Redfield have the following percentage of Economically Disadvantaged Students based on the 2013 ESEA Reports downloaded from the adedata.arkansas.gov web site:

Fuller Middle School 513 students with 367 students classified as Economically Disadvantaged (72%)
Sheridan Middle School 870 students with 395 students classified as Economically Disadvantaged (48%)
White Hall Middle School 606 students with 242 students classified as Economically Disadvantaged (40%)

The elementary/intermediate schools in the area surrounding Redfield that feed into the above middle schools have the following percentages of Economically Disadvantaged Students based on the 2013

ESEA Reports downloaded from the adedata.arkansas.gov web site:

Daisy Bates Elementary 215 students with 185 students classified as Economically Disadvantaged (86%)

East End Intermediate 555 students with 299 students classified as Economically Disadvantaged (54%)

Hardin Elementary 125 students with 64 students classified as Economically Disadvantaged (51%)

Students in Arkansas are struggling. Many results from standardized tests are not where they need to be and are not even meeting target growth goals. School consolidation may lead to increased curricular offerings, but those offerings only benefit a small percentage of students. There are many large schools in Arkansas whose student body is not scoring proficient in reading and mathematics. Howley (1994) argued the benefits of a wider range of courses being offered might be overstated. He stated that a small school with a strong core curriculum could enable students to achieve at high levels. Slate and Jones stated that a small percentage of students at larger schools enrolled in courses that were not taught at the smallest schools. The additional courses offered were not benefiting the majority of the students.

Greene and Marcus (2006) concluded from their research that states could improve their graduation rates by decreasing the size of their districts and giving parents greater choice in the school systems that educate their children. One way of offering choice to families in Arkansas is by the authorization of charter schools. Low-income families in the areas around Redfield deserve to have the same choices and opportunities for their children as middle to upper-middle families in areas similar to Little Rock. Low-income families do not have the option of sending their children to private schools due to the financial constraints they experience and there is no charter school option in the area at this time. Education is not one-size fits all. The authorization of a charter school in Redfield would provide these families those choices and opportunities.

References

Greene, Jay P. and Winters, Marcus A. (2006). The Effect of Residential School Choice on Public High School Graduation Rates. Peabody Journal of Education.

Howley, C. (1994). *The academic effectiveness of small-scale schooling: An update*. Charleston, WV: ERIC Clearinghouse on Rural Education and Small Schools. (ERIC Document Reproduction Service No 372 897).

Slate, John R. and Jones, Craig H., Effects of School Size: A Review of the Literature with Recommendations. Essays in Education.

Werblow, Jacob, Luke Duesbery (2009). "The Impact of High School Size on Math Achievement and Dropout Rate". *The High School Journal*.

Provide examples of the innovations described. Provide examples of the different career opportunities and the infusion of technology into the curricula.

RTCCS will be utilizing donated workstations during its first year of operation, but plans on starting to purchase additional automated devices for our second year of operation. During the first year of operation, research will be done to determine the most effective device (e.g. tables, laptops, iPad) for teachers and students to utilize beginning the second year of operation. New devices would be more

mobile than workstations so they could be checked out by teachers for different courses depending on their lesson plans.

RTCCS will establish a Technology club. Students will have the opportunity to develop and maintain an on-line student newsletter. Students will collaborate with RTCCS staff to develop additional products or services that may be used in school.

Teachers and/or community volunteer(s) with information technology experience will work with students multiple times during each semester on technology related projects outside of the regular school day. For example, a project might focus on how to use tools such as Moodle, a free web-based learning management system, to create websites. Moodle can be used to create blogs, calendars, and much more. Another option may be to introduce and share how to use Google Apps for Education, free applications with functionality comparable to Microsoft Office Suite. Ideas from these interactions could lead to projects for the Technology club.

RTCCS will have a counselor who will focus on providing opportunities for our students to be exposed to a variety of careers. This exposure may be accomplished in a variety of ways like guest speakers or workshops. Members of the community that currently work or have retired from fields such as programming, engineering, biology research, accountants, criminal justice, lawyers, and veterinarians will work with the counselor to exchange information on their careers with RTCCS students.

Teachers will have access to computers to connect to NASA Educational site which provides lesson plans for math and science labs and activities that will bring the world of STEM Careers and interactive lessons into the classroom. All Teachers will be expected to incorporate STEM activities in their lessons and create classes that transform the way students learn and teachers teach in the twenty first century. Students will be able to take part in both virtual field trips and at least one bus field trip to interact with members of the community in STEM careers. Teachers will be expected to incorporate learning goals in lesson plans and facilitate learning activities for each approved field trip.

C5: ACADEMIC ACHIEVEMENT GOALS

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

Evaluation Criteria:

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

Partially Responsive - FULLY RESPONSIVE (BASED ON RESPONSE)

Concerns and Additional Questions

Explain what the goals will be for students at the beginning of the initial school year if the charter is approved.

There will be multiple goals for the students the first year the charter is authorized. One of the goals for the students at the beginning of the initial school year will be to increase their knowledge and understanding of core curriculum material during the school year. The students will be asked to strive to become more involved in their education and to be interactive in the classroom with their teachers and fellow classmates. They will work diligently to become active members of the communities that the student body of RTCCS is comprised of. They will be challenged to become living examples of character such as responsibility and citizenship. These goals will result in the students being engaged with their teachers, classmates, and school staff. The students at RTCCS will endeavor to improve their test scores on state-mandated standardized test(s). After the initial year of operation, the students' goals will be set by state requirements.

RTCCS will also utilize Measures of Academic Progress (MAP) to establish a target growth goal for each student during the initial year of operation. MAP will provide a means to develop and track individual growth goals for each student.

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

RTCCS believes meeting the educational needs of our students is more than just scores on standardized tests, but results from standardized tests are the acceptable method of proving academic improvement. RTCCS wants to encourage each student and to build their confidence. Engaging the students in the classroom and forging relationships between students, teachers, staff, and the community will result in the students experiencing being a part of an educational and community family. RTCCS teachers and staff will be focused on each student's personal well-being as well as their academic growth.

If RTCCS students are able to achieve the state growth goals, it will demonstrate the students are learning and understanding at a pace to keep them on track to graduate from high school. The achievement of goals may also indicate the students are engaged in school.

C6: 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;
- A description of the grade levels and maximum enrollment, by year, if the charter plans to grow over time; and
- A description of the length of school day and school year that meets minimum state requirements.

Partially Responsive- FULLY RESPONSIVE (BASED ON RESPONSE)

Concerns and Additional Questions

Provide a description of the length of school day and school year that meets minimum state requirements.

The instructional day will officially begin at 8:10 am and end at 3:45 pm although teachers will be available for before school tutoring at 7:45 am until 8:05 am. The school day will consist of 7 periods that are 50 minutes long and an 8th period that is 30 minutes long for a total of 380 minutes of instruction per day. The school year will be 178 days long. This length of school day will exceed minimum state requirements and the length of the school year will meet minimum state requirements.

Explain the curricular and instructional strategies to be used.

Teachers will meet to plan lessons across the curriculum in subject areas and grade levels. It is expected that teachers who teach the same grade level and those who teach the same subject work together to collaborate on lessons, pacing guides, resources and student expectations during planning time and professional development.

Teachers are expected to use strategies in the class that will enhance the teaching and learning environment for scholars and the teachers. Teachers will be trained to conduct peer-observations during their planning time. Teachers will be expected to share effective teaching practices, techniques and systems. Teachers will participate in weekly grade level meetings and/or subject area meetings to reflect on teaching strategies, coaching, and peer observations. Teachers will lead staff training by sharing effective strategies and STEM activities implemented in the class.

Teachers are expected to be flexible in classes and allow for differentiation of learning which means several teaching strategies can be used during a single class session. The goal of teaching the Common Core State Standards Curriculum and Arkansas Framework is for students to be active and engaged learners. Teachers are expected to be prepared with lessons and classroom resources. The Lesson Plan and Curriculum Map are tools teachers will have to guide instruction and student engagement. One way to keep students engaged is to have hands on activities, visual aids and technology integrated into lessons. Teachers will have an opportunity during professional development to establish systems and strategies to implement the STEM curriculum. Teaching Strategies that may be used during instructional time may include:

Co-teaching/Team Teaching
Whole group instruction
One-on- one teacher instruction

Cooperative Learning
Summarizing Note Taking
Setting Objectives and Providing Feedback
Cues, Questions and Advance Organizers
Experiential Learning
Computer Activities
Role-playing
Non-linguistic Representations
Project-based Learning
Small group instruction

Teachers are expected to be creative and reach each child in the classroom during instructional time. Teachers are expected to establish systems for classroom management and behavior management to get the full time to teach during scheduled instructional time. Workshops and professional development will be ongoing that address strategies for effective classroom teaching and behavior management and implementing the curriculum. All teachers will be expected to emphasize reading and listening skills as a part of students' daily learning habits. Lessons are expected to reflect the different learning styles and incorporate appropriate activities for the differences that might exist in levels of student engagement, achievement and skills set.

Explain what curriculum planning will be done before the career interest inventory is complete.

The principal will provide training for all instructional staff on how to prepare students for the Career Interest Exam and how to administer the Career Interest Exam. Training will be done during professional development. The principal will design a resource kit with online training, web sites, webinars, sample interest exams, and videos that address the background, scheduling, design and implementation of the Career Interest Exam. The principal in collaboration with the guidance counselor will identify age and grade level appropriate interest inventory exercises for teachers to use during designated times such as homeroom, elective classes and times when specific STEM careers can be introduced and discussed during math and science labs. Teachers will be given strategies for preparing students to learn about careers. Mini-lessons will be demonstrated during staff development meetings to illustrate how to include career interest survey preparation into weekly lesson planning. Teachers will be given guidance on how to include regular reviews of interest surveys to ensure students understand and value the process before taking the actual Career Interest Exam. Teachers will be given a Career Interest Exam as a professional development activity before the school year. The principal will prepare Frequently Asked Questions about the Interest Survey for teachers, parents and students. Parents will be informed of the interest survey and given tips in order to prepare their children for the Career Interest Exam.

C7: 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 Common Core State Standards.

Evaluation Criteria:

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

Partially Responsive - FULLY RESPONSIVE (BASED ON RESPONSE)

Concerns and Additional Questions

Explain how the principal will complete and align the curriculum.

The RTCCS STEM infused curriculum will be aligned to the Arkansas Curriculum Frameworks and Common Core State Standards. It is the goal for all courses in the curriculum to be aligned seamlessly with the Arkansas Curriculum Framework and Common Core State Standards so that students can move with a sense of accomplishment and achievement from year to year ready to learn and ready to graduate for college or a career. The STEM based curriculum will consist of the Common Core State Curriculum: English/Language Arts, Math, Social Studies, Science, Art, Physical Education/health and music. The principal will design the curriculum for approval then once approved align the curriculum with the Arkansas Framework and Common State Standards by following the state designed strategic plan and devising a plan specific for RTCCS instructional staff.

The alignment for each subject area is slightly different, however the primary goal is for RTCCS to begin the school year with a curriculum map in place that is aligned to the Arkansas Curriculum Framework and the Common Core State standards. The curriculum alignment will be reviewed annually, the principal and staff will have the ability to adjust the curriculum map from year to year.

The principal will identify alignment tools and resources that complement both the Arkansas curriculum frameworks and the Common Core State Standards. The resources will be based on infusing and aligning a middle school STEM curriculum into the required state curriculum framework and the Common Core State standards. The principal will identify and use multiple forms of training in order to prepare teachers for program implementation of the curriculum.

One main source that will be used for all members of the board and staff to become familiar with the RTCCS Curriculum is the Arkansas Common Core State Strategic Plan. The Arkansas State Strategic Plan will be used as a guide for developing training and resources for teachers. The professional Training will consist of modules from the ADE Common Core Standards Professional Development videos, The Project Lead the Way Alignment Tool, Common Core Videos and Webinars and Web resources as listed below.

The principal will design a professional development plan to guide the teachers through training which focuses on program alignment by using research based resources that have been successfully aligned to the CCSS and Arkansas Curriculum Frameworks. Teachers will be able to view videos from the ADE web site of professionals who have successfully implemented the CCSS in Arkansas classrooms. PARCC Model Content Framework is another tool that the principal will become familiar with in order to use as a guide for developing the curriculum and implementing the standards.

Another resource which will be proposed for RTCCS staff is the Project Lead the Way Professional Development. All PLTW high school courses and middle school units are aligned to the Common Core State Standards for Mathematics and English Language Arts and the Next Generation Science Standards. PLTW has also created alignments between other sets of standards and courses.

Education Northwest: The new Common Core State Standards (CCSS) focus on fewer standards, but require students to engage in much more depth of application. Education Northwest is a program that help districts work with teacher-leaders, explore current practices, and define what concepts and skills will be taught and mastered at each grade level to align with the CCSS. After analyzing advanced assessments to understand the level of performance required to succeed, district leadership teams dig into each course to define what skills and knowledge students need to bring to a course and what they will take with them to the next level. As a result of this review, district teams are positioned for further work to align curriculum, teaching practices, assessment, and learning climate to be consistent with support for high-level student performance.

The principal during the planning year will be responsible for participating in a program to establish a resource based method to align the RTCCS curriculum with the Arkansas Framework and Common Core State Standards in order to produce and engineer a school wide training plan for teachers to understand the expectations and process to aligning a curriculum and successfully implementing it in the class by knowing how to:

Devise lessons with clear objectives, and standards according to the Arkansas Framework and Common Core State Standards.

Establish timelines and pacing guides that will allow students to master skills prior to state assessments, PARCC testing, or any formative or summative assessments.

Design formative and summative assessments to prepare students for state assessments and to measure growth and detect need for reinforcement of learning expectations throughout the year.

Establish effective teaching strategies and techniques that include differentiation of instruction.

Design tools for guiding, monitoring, peer review of lessons, and evaluating the implementation of the curriculum alignment each year such as pacing guides and a Scope and Sequence.

The following is list of tools and resources the principal will access and select the most appropriate planning tools for Aligning the Curriculum during the planning year.

Common Core State Standards Initiative

<http://www.corestandards.org/>

The Common Core State Standards Initiative website provides the Common Core Standards, justification for the standards, and several useful resources, including criteria, considerations, and key points. All resources are downloadable in pdf format. The website provides a consistent, clear understanding of what students are expected to learn while also providing the tools for parents and teachers to assist with learning, rigorous content, and application of knowledge through high-order skills.

Next Generation Science Standards

<http://www.nextgenscience.org/>

The Next Generation Science Standards (NGSS) website provides a comprehensive description of the process of NGSS development. The Standards will address three dimensions, including Practices, Crosscutting Concepts, and Disciplinary Core Ideas. On the NGSS website, one can search the standards by topic or individual performance expectations. The website periodically provides public drafts of the Next Generation Science Standards and invites public feedback.

Web Resources and Professional Development Opportunities Aligning RTCCS Curriculum Inside Mathematics

<http://insidemathematics.org/index.php/common-core-standards>

Inside Mathematics works closely with mathematics education leaders involved in the creation of the national Common Core State Standards for Mathematics to align the resources of this site with the national standards for mathematical practice. Site content guides and supports educators in learning the Common Core framework and related it to teaching practice and students' learning. Inside Mathematics provides guided tours of reflective mathematics practice, identifying what makes teaching, learning, and improving instruction in mathematics a difficult enterprise.

Tools for the Common Core Standards

<http://commoncoretools.me/>

The Tools for the Common Core Standards website provides news about tools that are being developed to support implementation of the Common Core Standards. The site answers general questions about mathematic standards and provides links to effective tools

PARCC Model Content Framework

<http://www.parcconline.org/parcc-content-frameworks>

The Partnership for Assessment of Readiness for College and Careers (PARCC) provides PARCC Model Content Frameworks for both Mathematics and English Language Arts – Literacy. The Model Content Frameworks are voluntary resources offered by PARCC to help curriculum developers and teachers as they work to implement the standards in their states and districts.

Understanding by Design® Framework

Understanding by Design® (UbD™) is a framework for improving student achievement. Emphasizing the teacher's critical role as a designer of student learning, UbD™ works within the standards-driven curriculum to help teachers clarify learning goals, devise revealing assessments of student understanding, and craft effective and engaging learning activities.

In practice, Understanding by Design® offers:

- a three-stage "backward planning" curriculum design process anchored by a unit design template
- a set of design standards with attendant rubrics
- and a comprehensive training package to help teachers design, edit, critique, peer- review, share, and improve their lessons and assessments.

Support materials include the original Understanding by Design® book (Wiggins & McTighe, 1998), which provides an in-depth look at the Understanding by Design® framework, as well as a handbook, a study guide, and a three-part videotape series.

SPARK- As a research-based, public health organization, **SPARK** is committed to the holistic development of all students. The Common Core State Standards provide an important framework that highlights the educational value and depth of SPARK programs and educational materials.

The following document provides an overview of how the SPARK Physical Education (PE) programs for Middle and High School align with the Common Core State Standards in English Language Arts and Literacy in Health and PE.

Project Lead The Way (PLTW)

PLTW offers a different approach to learning and teaching. Through activity-, project-, and problem-based curriculum, PLTW gives students in kindergarten through high school a chance to apply what they know, identify problems, find unique solutions, and lead their own learning. For teachers, our engaging, rigorous professional development model provides tools to empower students and transform the classroom into a collaboration space where content comes to life.

The Teaching and Learning Institute

TLI's goal is to ensure that district administrators, principals, teachers, and students know the skills taught and assessed in the classroom at all times.

Therefore, curriculum alignment is the first – and perhaps most important – step in the continuous improvement model. TLI works closely with districts to develop a clear, concise “roadmap” that links learning expectations taught in the classroom to the items on interim assessments.

Redfield Tri-County Charter School Curriculum

Curriculum

Grades 5-8

Redfield Tri-County Charter School's curriculum consists of an alignment design with the Arkansas Learning Standards with Student Learning Expectations and Common Core State Standards in an integrated, interdisciplinary curriculum with a focus in all classes on some area of Science, Technology, Engineering, and Mathematics. RTCCS rigorous academic content is supported by learning labs in both math and science classes in grades five, six, seven and eight. . RTCCS academic program offerings and curriculum will include pacing guides and a comprehensive scope and sequence aligned with the Arkansas State Standards and Common Core State Standards upon approval of a charter.

The primary goal is for RTCCS teachers to begin each school year with a Curriculum Map in place that is aligned to the Arkansas Curriculum Framework and the Common Core State standards.

- The STEM curriculum will engage students in real-world issues through exploration, inquiry, and problem-solving experiences
- The curriculum will require students to be involved in critical thinking, creativity, effective collaboration, research skills, and communication

English Curriculum

Grades 5-8

Reading- Students will read stories and literature as well as complex text that provide facts and background knowledge in areas such as science and social studies. They will develop critical thinking, problem solving and analytical skills through reading of stories, literature and complex text on grade level.

Students will experience lessons in English that cover three strands: Conventions and Standard English, Knowledge of Language, and Vocabulary Acquisition. Students will be expected to master learning expectations in the following focus areas:

Conventions and Standard English

1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

English Language Arts – Writing

Students will write arguments to support claims with clear reasons and relevant evidence. They will write informative and explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization and analysis of relevant content. Students will write narratives to develop real or imagined experiences or events using descriptive techniques, relevant descriptive details, and well-structured event sequences. Students will produce clear and coherent writing in which development, organization, and style are appropriate to task, purpose and audience.

Research and Range of Writing - Students will conduct short research projects that answer a question. They will be expected to write over short and long time frames.

Speaking Listening: Students will be expected to engage effectively in a range of collaborative discussions with diverse partners on grade level topics, texts, and issues.

Math Curriculum

Grade 5

Instructional time will focus on three critical areas: (1) developing fluency with addition and subtraction of fractions, and developing understanding of the multiplication of fractions and of division of fractions in limited cases (unit fractions divided by whole numbers and whole numbers divided by unit fractions); (2) extending division to 2-digit divisors, integrating decimal fractions into the place value system and developing understanding of operations with decimals to hundredths, and developing fluency with whole number and decimal operations; and (3) developing understanding of volume. Students will attend math centers to further engage in learning and mastering math skills.

Grade 6

Instructional time will focus on four critical areas: (1) connecting ratio and rate to whole number multiplication and division and using concepts of ratio and rate to solve problems; (2) completing understanding of division of fractions and extending the notion of number to the system of rational numbers, which includes negative numbers; (3) writing, interpreting, and using expressions and equations; and (4) developing understanding of statistical thinking. Students will attend math lab to further engage in learning and mastering math skills.

Grade 7

Instructional time will focus on four critical areas: (1) developing understanding of and applying proportional relationships; (2) developing understanding of operations with rational numbers and working with expressions and linear equations; (3) solving problems involving scale drawings and informal geometric constructions, and working with two- and three-dimensional shapes to solve problems involving area, surface area, and volume; and (4) drawing inferences about populations based on samples. Students will attend math lab to further engage in learning and mastering math skills.

Grade 8

Instructional time should focus on three critical areas: (1) formulating and reasoning about expressions and equations, including modeling an association in bivariate data with a linear equation, and solving linear equations and systems of linear equations; (2) grasping the concept of a function and using functions to describe quantitative relationships; (3) analyzing two- and three-dimensional space and figures using distance, angle, similarity, and congruence, and understanding and applying the Pythagorean Theorem. Students will attend math lab to further engage in learning and mastering math skills.

Science Curriculum

Grades 5-8

Students will fulfill the state requirements as set in the Arkansas Science Curriculum Framework. Students will discover the world of science through four strands: Nature of science, life science, physical science and earth and space science. The curriculum will be taught at each grade level with appropriate learning expectations at each grade level. Students will participate in science centers at grade five. Students in grades six, seven and eight will participate in science labs. Instructional time planned for science centers and science labs will allow students to participate in inquiry and conducting hands-on investigations over 20% of time. Science centers and labs will be embedded in teacher's lessons to address each of the four strands:

Strand 1: Nature of Science

Students will be expected to demonstrate and apply knowledge of the characteristics and processes of science using appropriate safety procedures, equipment, and technology.

Strand 2: Life Science

Students will demonstrate and apply knowledge of living systems using appropriate safety procedures, equipment, and technology. Students will learn about the structure and function of living systems, life cycles, reproduction, and Heredity. Students shall demonstrate and apply knowledge of populations and ecosystems using

Strand 3: Physical Science

Matter: Properties and Changes Students shall demonstrate and apply knowledge of matter, including properties and changes; Motion and Forces and Energy and Transfer of Energy.

Strand 4: Earth and Space Science

Earth Systems Students shall demonstrate and apply knowledge of Earth's structure and properties using appropriate safety procedures, equipment, and technology.

Earth's History: Changes in Earth and Sky Students shall demonstrate and apply knowledge of Earth's history using appropriate safety

Procedures, equipment, and technology.

Objects in the Universe Students shall demonstrate and apply knowledge of objects in the universe using appropriate safety procedures, equipment, and technology.

A minimum of 20% of instructional time in science will be spent in inquiry and conducting hands-on investigations as part of the RTCCS STEM focus.

Arkansas History 7-8

All students attending RTCCS will take a history course aligned with ADE Framework. The course will be a semester course. To promote mastery of skills and learning expectations teachers will facilitate students learning by applying the Engineering Design Process (EDP).

Seventh and Eighth grade students will take Arkansas History which provides a study of the history of Arkansas. The course addresses the geographic features and economics of our state, focusing on political, social, religious, military, scientific, and cultural developments that have occurred over time. This course will have academic rigor to engage the middle school student. This one-semester course stresses application, problem-solving, higher-order thinking skills, and use of classroom performance based/open-ended assessments with rubrics.

History Curriculum

Grades 5-8

The History curriculum in grades 5-8 will follow ADE Curriculum Framework for history. The curriculum will cover similar strands with grade level appropriate student learning expectations. The curriculum will cover the following strands: Geography, Civics, History, and Economics.

Strand 1: Geography

Physical and Spatial: Students shall develop an understanding of the physical and spatial characteristics and applications of geography.

Culture and Diversity: Students shall develop an understanding of how *cultures* around the world develop and change.

Interaction of People and the Environment: Students shall develop an understanding of the interactions between people and their environment.

Strand 2: Civics

Government: Students shall develop an understanding of the forms and roles of government.

Citizenship: Students shall develop an understanding of the rights and responsibilities of citizens.

Strand 3: History

History: Students shall analyze significant ideas, events, and people in world, national, state, and local history and how they affect change over time.

Strand 4: Economics

Choices: Students shall analyze the costs and benefits of making economic choices.

Resources: Students shall evaluate the use and allocation of *human, natural, and capital resources*.

Markets: Students shall analyze the exchange of *goods and services* and the roles of governments, businesses, and individuals in the *market* place.

Strategic Reading

Grades: 6-8

Strategic Reading is a two-semester course designed to dramatically accelerate reading growth by strengthening comprehension outcomes in middle level grades. In a context of meaningful content, on-going assessment, and focused explicit instruction, students will synthesize literary and informational texts and multicultural literature of diverse formats (e.g., print media, Web-based texts, literary and informational books and articles) and genres. In addition, students will engage in learning events tied to a variety of literary and informational texts with increasing complexity. Additionally, students will demonstrate competencies through purposeful applications based on individual and collective literacy goals.

Physical Education and Health Curriculum

Grades 5 - 8

Physical Education, a component of education, takes place through movement experiences and creates the opportunity for individuals to learn and understand academic applications for a healthy lifestyle. Through regular physical activity, students will have the opportunity to develop life enhancing and self-rewarding experiences that contribute to their ability to be healthier members of society.

Students shall be challenged to participate in daily activities that will enhance their health choices. The intent is to provide a variety of health-enhancing activities in an attempt to foster lifelong active individuals.

Health and Wellness Education shall provide content and learning experiences in nutrition, disease prevention, human growth and development, healthy life skills, personal health and safety, community health and promotion, decision-making skills, interpersonal communication skills, and information regarding the use and abuse of medications, alcohol, tobacco, and other drugs. The content shall focus on personal health and wellness and the practice of health-enhancing behaviors to avoid or reduce health risks.

Fine Arts Curriculum

Grades 5-8

Standards will be developed for each grade music and art to include appropriate grade level expectations.

Music

1. Skills and Techniques Students shall demonstrate and apply the essential skills and techniques to produce music.
2. Creative Expression Students shall demonstrate creative expression through music.
3. Critical Analysis Students shall listen to, analyze, describe, and evaluate a variety of music.
4. Connections Students shall demonstrate and apply knowledge of connections between music and other disciplines.

Visual Art

5. Foundations Students shall explore and demonstrate an understanding of the concepts, practices, and historical foundations in the visual arts.
6. Creative Processes Students shall demonstrate creativity using a wide variety of media, techniques, processes, and tools to develop *expressive* works of art and design.
7. Reflections and Responses Students shall reflect and respond in a variety of ways to the visual arts of self and the global community.

Library Media Curriculum

Grades 5-8

The library Media curriculum will be taught across the curriculum at all grade levels and in all subject areas to include Fine Arts and Physical Education and Health. The student learning expectations will be part of the STEM focus at RTCCS. All students will be expected to master the content each year as

they proceed through the curriculum. Content will be covered during lab time in the media center, class time during academic centers, and during homeroom as part of Career Prep and Guidance. All teachers along with the library media specialist will collaborate to incorporate in lessons the student learning expectations for the library media curriculum.

Information Literacy

1. Identify and Access -Students will identify, locate, and retrieve appropriate resources for a variety of purposes.
2. Organize - Students will apply critical thinking skills and organize information to obtain knowledge.
3. Evaluate - Students will evaluate resources for appropriateness of information.

Social Responsibility

4. Participate Ethically - Students will participate ethically, responsibly, and safely while obtaining and generating information.
5. Communicate and Collaborate - Students will exchange information and ideas effectively and work cooperatively to pursue a goal.

Personal Growth

6. Read - Students will pursue opportunities for individual growth and lifelong learning through reading a variety of formats.
7. Connect - Students will make connections to the academic environment and the real world.
8. Respond - Students will convey understanding of information and express ideas in a variety of formats.
9. Reflect - Students will analyze their learning experiences for improvement.

This course will be designed as a school wide collaborative initiative to enhance the STEM focus each year and to engage all students at every level with a progressive learning experience that can be connected through the EDP) Engineering Design Process all students are expected to master.

The RTCCS expects students to be actively engaged in the teaching of the curriculum process at all times. Teachers are expected to facilitate learning in all subjects through S.T.E.M. activities whenever possible and to expose students to the Engineering Design Process steps in each class. It is the goal that each of RTCCS students who actively participate in the learning process to the best of his or her ability will possess the following attributes;

- Problem-solvers – able to define questions and problems, design investigations to gather data,

collect and organize data, draw conclusions, and then apply understandings to new and novel situations.

- Innovators – creatively use science, mathematics, and technology concepts and principles by applying them to the engineering design process.
- Inventors – recognize the needs of the world and creatively design, test, redesign, and then implement solutions (engineering process).
- Self-reliant – able to use initiative and self-motivation to set agendas, develop and gain self-confidence, and work within time specified time frames.
- Logical thinkers – able to apply rational and logical thought processes of science, mathematics, and engineering design to innovation and invention.
- Technologically literate - understand and explain the nature of technology, develop the skills needed, and apply technology appropriately.

Morrison, Janice, 2006. TIES STEM education monograph series, attributes of STEM education

Resources:

Arkansas Department of Education Curriculum and Instruction

Common Core State Standards

(9/4/2014)

C8: 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 those areas for which a waiver is requested:**

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

Fully Responsive

Concerns and Additional Questions

Explain how the part time nurse will meet the needs of the student. Explain how the needs of the

students will be met routinely when the nurse is not on duty and if an emergency arises when the nurse is not present.

The part-time nurse will meet the needs of the student by addressing minor illness (e.g. headache, stomachache) while on-site. The part-time nurse will also be responsible for providing care to students with special care needs IAW Act 1565 of 1999 and performing screenings, referrals, and follow-up procedures for all students. The administrative assistant will be trained to take care of the administration of over the counter medication so those needs can be met in the absence of the part-time nurse and also complete a Red Cross CPR course. The school will develop emergency policies and procedures and train all personnel on those procedures before the first day of school. New hires will be trained on the emergency procedures as part of their in-processing. In emergency situations, school personnel will dial 911 and follow instructions from the 911 operator until the Redfield emergency response personnel arrive on-site. Redfield's emergency response personnel will provide emergency medical care until an ambulance arrives for transport to a medical facility, if necessary.

Explain how students will access online assessments in year one with five computers in the media center.

RTCCS has received a donation of fifty (50) computers. Five (5) of these computers will be in the media center, ten (10) will be utilized by teachers and aides, five (5) will be used in office areas, and thirty (30) will be in a computer lab available to the students. The computer lab will be utilized to access online assessments.

Explain if the buses are already purchased, who owns them and the financial ramifications from purchasing the buses.

The buses have not been purchased yet. Once RTCCS receives authorization, two previously owned buses will be purchased by RTCCS. Funds were budgeted for the purchase of two previously owned buses, maintenance on the buses, gasoline for the buses, and two contractor bus drivers.

C9: 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 charter school, including data on the expected number of students to transfer to the charter school.

Fully Responsive

C10: 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

C11: 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; and
- A process for, and a guarantee of, a random, anonymous lottery process should there be more student applications than can be accommodated under the terms of the charter.

Fully Responsive

C12: 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

C13: 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.

Partially Responsive- FULLY RESPONSIVE (BASED ON RESPONSE)

Concerns and Additional Questions

Provide the minimum qualifications required for all positions.

DIRECTOR

The director will be the chief officer of the school and responsibilities will include but not be limited to development and application of board policy, long term planning for fiscal and facility needs, directing and informing the school board regarding the operations of the school, direct and oversee all aspects of maintenance and operations of the school, preparation and implementation of budgets, recommendation of staff to the board for employment and other employment matters (to include development of and issuing of employment contracts), the day to day operations of the school, develop community relations and work with the community and outside instructional entities to facilitate the educational program and direction of the school.

Minimum Qualification: Must have a Master's Degree in an education related area from an accredited college or university with preferred emphasis in educational administration with a minimum of five years of administrative experience in public education.

PRINCIPAL

The principal will be the instructional leader of the school. The responsibilities of the principal will include but not be limited to the development and implementation of all curriculum, course scheduling, assignment of personnel, supervision of auxiliary programs (counseling, special education, etc.) associated with the school, educational planning for all students, design of professional development for staff, supervision and evaluation of faculty and staff of the school, develop and participate in partnerships with the community and parents, management of the school facilities, student supervision and discipline and day to day planning and operations of the school.

Minimum Qualifications: Must have a Master's Degree in an education related area from an accredited college or university with preferred emphasis in educational administration with a minimum of three years of administrative experience in public education.

FINANCIAL OFFICER/BOOKKEEPER

This position will be responsible for processing activities in bank accounts, teacher benefit and payroll information, financial record keeping, purchase orders, application for bids, development of contacts, etc.

Minimum Qualifications: Must have two years of college, vocational or equivalent training in business or finance and/or two years of experience, preferably in an educational setting.

TEACHERS

The responsibilities of the teachers will include but not be limited to the delivery of the components of the instructional program, developing lesson content to satisfy the curriculum requirements that have been aligned with the Arkansas Curriculum Frameworks and the Common Core State Standards, design and implement daily planning to facilitate instruction of the curriculum using project-based, traditional and other applicable instructional strategies, monitor and evaluate student progress, prepare and participate in parent conferences, develop lines of communication with parents and participate in meetings as necessary with community outside educational entities.

Minimum Qualifications: Must have a Bachelor's Degree in or education from an accredited college or university with a minimum of one year of experience in public education and/or meet requirements for a Highly Qualified Teacher.

SPECIAL EDUCATION TEACHER

The responsibilities of the special education teacher will include but not be limited to all aspects of the school's special education services program, work cooperatively with parents, teachers and others concerning identification and assessment of students, development and implementation of student individual education plans and compliance with all federal and state guidelines concerning the program.

Minimum Qualifications: Must have a special education license and a Bachelor's Degree in special education from an accredited college or university with a minimum of one year of experience in public education and/or meet requirements for a Highly Qualified Teacher.

INSTRUCTIONAL AIDE

Instructional aide assists the teacher with facilitating student learning progress. Aides will assist teachers in all areas of work and assist students with academics. Instructional aides hired with Title I funds or working in a Title I School-wide Program will highly qualify as required by the Elementary and Secondary Education Act and perform the duties deemed appropriate in the federal statute.

Minimum Qualifications: Must have an Associate's degree or equivalent from an accredited college or university. Six months to one year related experience or training is preferred.

ADMINISTRATIVE ASSISTANT

The responsibilities of the administrative staff will include but not be limited to support of daily operations of the district office and school. These duties include managing the day to day office operations, clerical duties and maintaining student database.

Minimum Qualifications: Must have two years of college, vocational or equivalent training and/or two years of experience managing an office environment, preferably in an educational setting.

NURSE

The nurse identifies and treats health disorders among students and provides instruction in the maintenance of good health and disease prevention. The nurse evaluates the physical conditions of students and refers students to appropriate resources. This position will be satisfied by contracting out the service.

Minimum Qualifications: Completion of training necessary for licensing as a registered nurse in the State of Arkansas and must be certified by the American Nurses' Association (ANA) or the National Association of School Nurses (NASN).

MEDIA SPECIALIST

The Media Specialist provides students and faculty with resources to supplement curriculum and is responsible for supervising and maintaining all media resources, including the use and checking out of these resources, the Library Media Center (LMC) and all Library Media Program (LMP) activities.

Minimum Qualifications: Must have a Bachelor's degree and state certification as a school Library Media Specialist. A Master's Degree in Educational Technology, Master of Library Science or comparable degree is preferred.

COUNSELOR

Counselor will handle social service referrals, offer individual and small group counseling sessions, and complete required reports. Counselor will administer or assist with the administration of assessments required by the state or by the school. Counselor will coordinate activities such as open house and conferences like Parent-Teacher conferences or IEP conferences.

Minimum Qualifications: Bachelor degree, Master in School Counseling or current enrollment in Master's program at an accredited institution, one year of full-time teaching or completion of supervised school counseling internship

C14: 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

Partially Responsive - FULLY RESPONSIVE (BASED ON RESPONSE)

Concerns and Additional Questions

Provide the contingency plan for necessary, but unexpected, expenses.

RTCCS currently has a Net Revenue over Expenditures ratio of 10%. These funds will be available to address any necessary, but unexpected, expenses. Once authorization is received, RTCCS will begin applying for grants such as the Walton Family Foundation Start-up grant and initiate fundraisers to raise additional funds that can be used for necessary, but unexpected expenses. The people in Redfield and surrounding communities are supportive of RTCCS' efforts to get a charter authorized and have been active participants in the pursuit of a charter school by donating their time and money during the last two years.

C15: 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

C16: 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

C17: 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

C18: 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

Concerns and Additional Questions

Confirm that Ark. Code Ann. 6-24-105 will be followed in the event that board members have a directly or indirect interest in companies that do business with the charter.

In the event that board members have a direct or indirect interest in companies that do business with the charter, RTCCS will follow Ark. Code Ann 6-24-105.

C19: FOOD SERVICES

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

Evaluation Criteria:

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

Fully Responsive

Concerns and Additional Questions

Explain the statement “contracting out the preparation of the school meals.”

RTCCS plans on providing catered meals that are Already Prepared from a company such as Preferred Meals, Aramark or Tisket A Tasket to our students. A Request for Proposal will be made in order that companies can bid on the food service. Companies such as these are capable of providing the students’ healthy meals in the most nutritious and economical way

C20: PARENTAL INVOLVEMENT

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

Evaluation Criteria:

- A plan for involving parents and guardians in the school's education 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

C21: WAIVERS

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

Evaluation Criteria:

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

Concerns and Additional Questions

SEE LEGAL COMMENTS

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.

Concerns and Additional Questions

SEE LEGAL COMMENTS

C23: SUSTAINABILITY OF THE PROGRAM

The Sustainability section should describe the applicants' 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

Legal Review of Waivers Requested

Redfield Tri-County Charter School

Redfield, Arkansas

**Redfield Tri-County Charter School
Waivers Requested in Original Application
2014 Open Enrollment Application**

1. School Year Dates (withdrawn)

A. 6-10-106: Uniform Dates for Beginning and End of School Year

RTCCS seeks exemption from this portion of the Education Code. RTCCS will follow the school calendar for White Hall School District for the 2014-2015 school year.

Legal Comments: The applicant should explain why this waiver is necessary if it will follow the calendar of the White Hall School District. Also, based upon the information provided, it appears applicant needs a waiver only of Ark. Code Ann. § 6-10-106(a)(1)(A) if the applicant does not plan to follow the White Hall School District calendar. Please clarify.

RTCCS listed this waiver in error. RTCCS plans to follow the White Hall School District calendar. Please exclude this request for exemption.

Remaining Issues: None

2. Superintendent

**B. Section 6-13-109
15.01 of ADE Rules Governing Standards for Accreditation**

RTCCS seeks exemption from this portion of the Education Code due to it limiting our ability to meet the unique demands of hiring a superintendent of an open-enrollment charter school. We also would like to request a waiver of Section 15.01 of the Standards for Accreditation. This request, along with our existing request for waiver from Arkansas Code Ann. § 6-13-109 would allow us the ability to meet the unique demands of hiring a superintendent of an open enrollment charter school.

Legal Comments: None.

Remaining Issues: None

3. School Boards

C. Section 6-13-601 et seq.

RTCCS seeks exemption from this portion of the Education Code to the extent that its

provisions relating to board size, qualifications, elections, duties, powers, terms, meeting location, and vacancies are: (a) generally not applicable in the open-enrollment charter school context, and/or (b) otherwise outlined in RTCCS by-laws.

Legal Comments: Please specify which sections of this subchapter the applicant seeks to waive. If waiver is sought of § 6-13-619, explain how meetings will be held and how they will be called. Ark. Code Ann. § 6-13-622 contains a constitutional provision that cannot be waived. Please clarify.

RTCCS is seeking a waiver for all sections excluding § 6-13-622 because it has a constitutional provision that cannot be waived. Since RTCCS is seeking a waiver for § 6-13-619, board meetings will be held in accordance with the RTCCS Bylaws. The meetings are to be held monthly from September through June. The meetings are usually held the third Monday of the month at 6:30 pm. If a quorum is available, the schedule is adhered to. If a quorum cannot be in attendance, the meeting is rescheduled for a date where a quorum can be present.

Remaining Issues: None

4. Site-Based Decision Making Policy

D. Section 6-13-1303: Adoption of Policy

RTCCS seeks exemption from this portion of the Education Code to the extent that it requires a vote by “certified employees” before the Board of Directors may adopt a policy for implementing site-based decision making in the school district, in light of the waiver request that is being made concerning “certified employees” under Section “G” on the following page. Instead, RTCCS will require a vote by “classified employees” (as defined in Section 6-13-1302).

Legal Comments: None

Remaining Issues: None

5. Consolidation/Annexation (withdrawn)

E. Section 6-13-1401 et seq.

RTCCS seeks exemption from this portion of the Education Code to the extent that its provisions are generally not applicable in the open-enrollment charter school context.

Legal Comments: This waiver is not necessary, as this subchapter does not apply to open enrollment charter schools.

Please exclude this request for exemption.

Remaining Issues: None

6. School Elections

F. 6-14-101 et seq.: School Elections

RTCCS seeks exemption from this portion of the Education Code to the extent that its provisions are generally not applicable in the open-enrollment charter school context.

Legal Comments: None.

7. Licensure

**G. Section 6-15-1004: Qualified Teachers in Every Public School Classroom
Section 15.02 and 15.03 of ADE Rules Governing Standards for
Accreditation
ADE Rules Governing Educator Licensure**

RTCCS seeks exemption from these portions of the Education Code to the extent that it requires teachers to be certified. Instead, in addition to certified teachers, RTCCS will hire “highly qualified” teachers (as defined by the No Child Left Behind Act of 2001).

Legal Comments: None.

U. 6-17-919: Warrants Void Without Valid Certificate and Contract

RTCCS seeks exemption from this portion of the Education Code to the extent that it requires teachers to be certified and contracted. As such, RTCCS will have the flexibility to identify and hire those individuals best suited to facilitate the school's educational program. RTCCS ensures it will hire “highly qualified” teachers (as defined by the No Child Left Behind Act of 2001) on an “at-will” basis.

Legal Comments: None.

N. 6-17-301: Employment of Certified Personnel

RTCCS seeks exemption from this portion of the Education Code. Instead, RTCCS will employ all employees on an “at-will” basis. This means that employment with RTCCS is voluntarily entered into, and the employee is free to resign at will, at any time, with or without notice or cause. Similarly, RTCCS may terminate the employment relationship at will, at any time, with or without notice or cause, so long as there is no violation of applicable federal or state law.

Legal Comments: None.

O. 6-17-302: Public school Principals - Qualifications and Responsibilities

RTCCS seeks exemption from this portion of the Education Code. Instead, RTCCS principal will be employed on an “at-will” basis and will not be required to hold a valid supervisory or administrative certificate. In addition to identifying a principal with the requisite skills and experience in education and management, RTCCS will ensure that its principal is appropriately qualified to lead the school through extensive training in the school's educational methodology.

Legal Comments: None.

**P, S Section 6-17-309: Certification – Waiver
Section 6-17-902**

RTCCS seeks exemption from this portion of the Education Code to the extent that it requires teachers to be certified. As such, RTCCS will have the flexibility to identify and hire those individuals best suited to facilitate the school's educational program. RTCCS ensures that it will hire “highly qualified” teachers (as defined by the No Child Left Behind Act of 2001).

Legal Comments: None.

Q. Subtitle 2, Chapter 17, Subchapter 4: Certification Generally

RTCCS seeks exemption from this portion of the Education Code to the extent that it requires teachers to be certified. RTCCS is wishing to obtain waivers for Teacher and Administrator Licensure requirements. We believe this would be in Arkansas Code 6-17-401. We would also seek a waiver for Superintendent Licensure as stated in Arkansas code 6-17-427. As such, RTCCS will have the flexibility to identify and hire those individuals best suited to facilitate the school's educational program. RTCCS ensures that it will hire “highly qualified” teachers (as defined by the No Child Left Behind Act of 2001).

Legal Comments: Applicant also must seek waiver of the ADE Rules Governing the Superintendent Mentoring Program.

RTCCS seeks exemption from the ADE Rules Governing the Superintendent Mentoring Program.

P. Section 6-17-802: Twelve-Month Contracts for Vocational Agricultural Teachers

RTCCS seeks exemption from this portion of the Education Code.

Legal Comments: None.

Remaining Issues: None

7. ALE

H. Section 6-15-1005: Safe, Equitable, and Accountable Public Schools

RTCCS seeks exemption from this portion of the Education Code to the extent that it requires alternate learning programs. RTCCS will be utilizing a variety of teaching methods and these methods will allow teachers to get to know each student's strengths and weaknesses and teach them accordingly.

Legal Comments: A waiver specific to ALE should only include Ark. Code Ann. § 6-15-1005(b)(5). Applicant also must seek waiver of Ark. Code Ann. §§ 6-18-503(a)(1)(C)(i), and Section 19.03 of the ADE Rules Governing the Standards for Accreditation.

RTCCS seeks exemption from Ark. Code Ann. § 6-15-1005(b)(5), Ark. Code Ann. §§ 6-18-503(a)(1)(C)(i), and Section 19.03 of the ADE Rules Governing the Standards for Accreditation.

FF. Section 6-48-101 et seq. Section 4.0 of the ADE Rules Governing the Distribution of Student Special Needs Funding

RTCCS seeks exemption from this portion of the Education Code to the extent that it requires the inclusion of an Alternative Learning Environment. RTCCS will be utilizing a variety of teaching methods and settings as well as having a strict disciplinary policy to minimize any disruptive behavior that affects a student's ability to learn. We believe the need for alternative learning environments will be handled with our educational approach. RTCCS will monitor student progress and will implement alternative learning environments at a later date if needed.

Legal Comments: Same as above.

Remaining Issues: None

8. School Day (withdrawn)

I. 6-16-102 Section 10.01.4 and 14.03 of the ADE Rules Governing Standards for

Accreditation

RTCCS seeks exemption from this portion of the Education Code because the school's education program requires flexibility in addressing the unique needs of its student population. As such, RTCCS requests that "school day" be defined as a day in which classes are in session and students receive at least four (4) hours of instructional time. The instructional day will be extended up to and beyond six (6) hours for students in need of additional assistance.

Legal Comments: Applicant has indicated its program may necessitate a school day shorter or longer than six hours. However, the proposed daily schedule appended to the application shows 400 minutes of instructional time per day. This waiver is not necessary for an instructional day longer than six hours. Please explain.

Please exclude this request for exemption. RTCCS should not have included it.

Remaining Issues: None

9. Personnel

J. **6-17-114: Daily Planning Period** **6-17-111 "Duty-free-lunch"**

RTCCS seeks exemption from this portion of the Education Code. The waiver from the duty-free lunch statute will give RTCCS added flexibility in the utilization of its teacher staff.

Legal Comments: None

K. **Section 6-17-117: Non-instructional Duties**

RTCCS seeks exemption from this portion of the Education Code to the extent that it requires teachers to be contracted if they are assigned to more than sixty (60) minutes of non-instructional duties per week. Instead, RTCCS requests that the time be increased to two hundred forty (240) minutes. Such a revision recognizes that open-enrollment charter schools are often required to operate on a more limited budget than their traditional public school counterparts, requiring teachers to perform both instructional and non-instructional duties to achieve efficient and economical operation of the school.

Legal Comments: None.

M. **Section 6-17-203 Committee for Each School District**

RTCCS seeks exemption from this portion of the Education Code. RTCCS will not employ enough staff to comply.

Legal Comments: None.

T. 6-17-908: Teachers' Salary Fund

RTCCS seeks exemption from this portion of the Education Code to the extent that it requires insurance or other fringe benefits to be approved by a majority of the teachers in the school district. Instead, the provisions of insurance or other fringe benefits will be considered and provided pursuant to action by the Board of Directors.

Legal Comments: None.

V. Section 6-17-1301 et seq.: Teachers' [sic] Minimum Sick Leave Law (withdrawn)

RTCCS seeks exemption from this portion of the Education Code. RTCCS is seeking exemption from any law requiring teachers to be certified. As such, minimum sick leave for RTCCS teachers will be addressed in Subtitle2, Chapter 17, Subchapter 13, Section 6-17-1302.

Legal Comments: The applicant should clarify the waiver it seeks. Ark. Code Ann. § 6-17-1301 *et seq.* does not apply to licensed teachers. (See definition of “school employee” in Ark. Code Ann. § 6-17-1302(3)).

Please exclude this request for exemption.

W. 6-17-1501 et seq.: Teacher Fair Dismissal Act

RTCCS is seeking a waiver from the applicable sections of the Arkansas Code such that its teachers will not require certificates and may be employed on an “at-will” basis. As such, RTCCS will be free to hire teachers skilled in the implementation of the education program while maintaining the flexibility to dismiss those teachers when it becomes apparent they are not performing to the high standards required for the successful implementation of the program. Employees will have the right to appeal their dismissal in accordance with the grievance policy adopted by the Board of Directors.

Legal Comments: None.

X. 6-17-1701 et seq. Public School Employee Fair Hearing Act

RTCCS seeks exemption from this portion of the Education Code. Instead, RTCCS employees will be employed on an “at-will” basis. Employees will have the right to appeal their dismissal in accordance with a grievance policy adopted by the Board of

Directors.

Legal Comments: Please confirm that this waiver request applies only to classified employees.

RTCCS confirms this waiver request applies only to classified employees.

L. Section 6-17-201(c)(2), 6-17-2203, and 6-17-2403

RTCCS intends to pay certified and classified staff salaries and hourly rates based on their experience which are similar to and competitive with the salaries and rates of schools of similar size.

Y. Section 6-17-2201 et seq.: Classified School Employee Minimum Salary Act

RTCCS seeks exemption from this portion of the Education Code, along with Sections 5 and 8 of the ADE Rules Governing School District requirements for Personnel Policies, Salary Schedules, Minimum Salaries, and Documents Posted to District Websites to effectuate the request for waivers to Arkansas Code Ann. § 6-17-2201 et seq. Classified Employees Minimum Salary Act and Arkansas Code Ann. § 6-17-2301 et seq. Classified Personnel Policies and Committees. Instead, RTCCS employees will be employed on an “at-will” basis and will be paid in accordance with the Fair Labor Standards Act, and in accordance with the personnel policies detailed in Waiver “X” [sic] immediately below.

Z. Section 6-17-2301 et seq.: Personnel Policy Law for Classified Employees

RTCCS seeks exemption from this portion of the Education Code. Instead, the Board of Directors for RTCCS will adopt personnel policies, including, but are not limited to, the following terms and conditions of employment: salary schedule, fringe benefits, and other compensation issues; annual school calendar, including work days and holidays; evaluation procedures; leave; grievance procedures; termination or suspension; reduction in force; and assignments.

AA. 6-17-2401 et seq.: Teacher Compensation Program of 2003

RTCCS seeks exemption from this portion of the Education Code. Instead, RTCCS will provide compensation that is competitive with local public school districts. RTCCS reserves the right to determine specific salary schedules, taking into account the teacher's years of experience, skill, education, and other qualifications.

Legal Response (To L, Y, Z, and AA): Applicant also must seek waiver of Ark. Code Ann. § 6-17-201(a), as well as waiver of Sections 4 and 6 of the ADE Rules Governing School District requirements for Personnel Policies, Salary Schedules, Minimum Salaries, and Documents Posted to District Websites.

RTCCS seeks to include exemption from Ark. Code Ann. § 6-17-201(a), as well as waiver of Sections 4 and 6 of the ADE Rules Governing School District requirements for Personnel Policies, Salary Schedules, Minimum Salaries, and Documents Posted to District Websites in addition to requests as specified in L, Y, Z, and AA.

Remaining Issues: None

10. Guidance Counseling

BB. 6-18-1001 et seq.

Section 16.01 ADE Rules Governing Standards for Accreditation

ADE Rules Governing Public School Student Services

RTCCS seeks exemption from this portion of the Education Code to the extent that it requires a guidance program and on-campus certified counselor. The principal and teachers will be equipped to give students advice regarding higher education options, life after high school, etc. Similarly RTCCS staff will be informed they will be responsible to handle issues generally given to a campus counselor. Staff will be ready should such situations arise.

Legal Comments: The only section of the ADE Rules Governing Standards for Accreditation the applicant needs to waive to effectuate a waiver of Ark. Code Ann. § 6-18-1001 *et seq.* is Section 3.01.1.

RTCCS seeks exemption from Ark. Code Ann. § 6-18-1001 et seq. Section 3.01.1 of the ADE Rules Governing Standards for Accreditation ADE Rules Governing Public School Student Services. RTCCs will be employing a part-time counselor to focus on career development and assessments the first year. The counselor will be full-time starting the second year of operation.

Remaining Issues: None

11. Transportation

CC. Subtitle 2, Chapter 19: Transportation

RTCCS seeks exemption from this portion of the Education Code to the extent that it requires RTCCS to implement a transportation program. RTCCS will be implementing a satellite pick-up transportation service.

Legal Comments: None.

Remaining Issues: None

12. Leased Facilities

DD. Section 6-21-117: Leased Academic Facilities

RTCCS seeks exemption from this portion of the Education Code to the extent that it requires facilities leased by RTCCS to conform to the school facility standards defined in the Arkansas School Facility Manual. Considering initial enrollment size, it will be difficult to financially follow through with this requirement. The applicant ensures any and all facilities it leases for academic purposes shall meet the requirements of all state and local health and safety codes, the Americans with Disabilities Act, and the Individuals with Disabilities Education Act.

Legal Comments: None.

Remaining Issues: None

13. Gifted and Talented

EE. Section 6-42-101

Section 6-20-2208 (c)(6)

Section 18.0 ADE Rules Governing Standards for Accreditation

ADE Rules Governing Gifted and Talented Program Approval Standards

RTCCS seeks exemption from this portion of the Education Code to the extent that it requires the inclusion of a gifted and talented program at RTCCS. While there will be students who would qualify and benefit from such a program, the general student population at RTCCS will be attending classes to master the curriculum and attain proficiency or higher on standardized tests. RTCCS will monitor the student population and assess their need for such a program. If the need for a gifted and talented program is determined, then RTCCS will attempt to align with a public or private school to offer students the opportunity to participate in a gifted and talented program.

Legal Comments: A waiver of Ark. Code Ann. § 6-42-109 is needed to effectuate this waiver. A waiver of Ark. Code Ann. § 6-42-101 is not.

RTCCS mistakenly requested exemption from Ark. Code Ann. § 6-42-101 in EE. RTCCS seeks to replace the request for exemption from Ark. Code Ann. § 6-42-101 with a request for exemption from Ark. Code Ann. § 6-42-109.

Remaining Issues: None

NOTE: Applicant noted on page 19 of its application that it would be requesting a waiver for requirements of Health Service and Media Center. The applicant did not,

however, request these waivers. Please clarify.

RTCCS had originally planned to ask for waivers for Health Service and Media Center, but then decided to include a part-time Media Specialist and contract out a part-time nurse to address Health Service requirements. The statements on page 19 of the RTCCS application pertaining to requesting waivers should have been removed before it was submitted.

Desegregation analysis fully responsive.

Application

Redfield Tri-County Charter School

Redfield, Arkansas

RECEIVED

Arkansas Department of Education
Charter and Home School Office
July 21, 2014



ARKANSAS DEPARTMENT OF EDUCATION

2014 Application Open-Enrollment Public Charter School

Deadline for Receipt of Submission: Monday, July 21, 2014, 4:00 p.m.

Applications will not be accepted after this time.



Name of Proposed Charter School:

Redfield Tri-County Charter School

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

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

A. GENERAL INFORMATION

The proposed charter will be located in the White Hall School District.

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

Name:	<u>Larry O'Briant</u>	Position:	<u>President</u>	State of Residence:	<u>AR</u>
Name:	<u>James Kight</u>	Position:	<u>Vice-President</u>	State of Residence:	<u>AR</u>
Name:	<u>Ann Tuck-Rowan</u>	Position:	<u>Treasurer</u>	State of Residence:	<u>AR</u>
Name:	<u>Amanda Kight</u>	Position:	<u>Secretary</u>	State of Residence:	<u>AR</u>
Name:	<u>Todd Dobbins</u>	Position:	<u>Director</u>	State of Residence:	<u>AR</u>
Name:	<u>Ronnie Meredith</u>	Position:	<u>Director</u>	State of Residence:	<u>AR</u>
Name:	<u>Ken Shollmier</u>	Position:	<u>Director</u>	State of Residence:	<u>AR</u>
Name:	<u> </u>	Position:	<u> </u>	State of Residence:	<u> </u>
Name:	<u> </u>	Position:	<u> </u>	State of Residence:	<u> </u>
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Name:	<u> </u>	Position:	<u> </u>	State of Residence:	<u> </u>
Name:	<u> </u>	Position:	<u> </u>	State of Residence:	<u> </u>

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

2976 (Total District Enrollment)

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

<u>White Hall</u>	<u>Sheridan</u>	<u>Pulaski County Special</u>
<u> </u>	<u> </u>	<u> </u>
<u> </u>	<u> </u>	<u> </u>

B. EXECUTIVE SUMMARY

Provide the mission statement of the proposed school.

Applicant Response:

RTCCS will strive to instill in each student core character values, a sense of community service, and a love of learning. Students will be empowered to achieve academic excellence and will be cognizant of their potential to change and improve themselves and their community.

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

Applicant Response:

Key programmatic features RTCCS will implement in order to accomplish our mission are as follows:

- * Focus on college and career readiness
- * Focus on Science, Technology, Engineering, and Math
- * Focus on core character values such as civic duty, honesty, respect, and kindness
- * Strict discipline policy for behavior that detracts from the learning environment.
- * Introduction and integration of computer technology into curriculum
- * Involvement in community service projects

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:

RTCCS held a public hearing on 17 July 2014. The location for the public hearing was the Redfield Community Center. The meeting was requested to be published in the *White Hall Journal* three consecutive Wednesdays (25 June 2014, 02 July 2014, 09 July 2014) preceding the meeting held on Thursday, July 17. The last publication of the notice was to have been no less than seven days prior to the public meeting held on Thursday, 17 July 2014. The *White Hall Journal* failed to publish the notice on 09 July 2014 and RTCCS contacted Vicki Kelly. Ms. Kelly said she accidentally did not schedule the notice to run on 09 July 2014, but would run the notice again on 16 July 2014. An email with the information for the public meeting was sent to the superintendents of each school district (White Hall, Sheridan, Pulaski County Special, Dollarway, and Watson Chapel) within seven calendar days following the first publication of the notice of the public hearing. Documentation for the first public hearing date of publication, location of advertisement, and confirmation of payment are included in this application.

The meeting was held on a Thursday night, 17 July 2014, at 7:00 PM. After the presentation, the floor was opened up so that those in attendance could ask questions of the RTCCS Board of Directors. Attendees were supportive of our efforts to get a charter school authorized. Attendees were informed about the RTCCS web site and email address in case they thought of questions they wanted answered after the meeting ended. After the meeting was concluded, members of the RTCCS Board of Directors were available to talk with individuals one-on-one. No one present spoke in opposition to the charter school.

Signatures on petitions, letters from parents, letters from local businesses, letter from the President of the Redfield Chamber of Commerce, and a letter from Redfield mayor, Mayor Tony Lawhon, have been collected in support of Redfield pursuing a charter school. These documents are available for review.

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:

The original board membership of Redfield Tri-County Charter School (RTCCS) was appointed by our parent organization, Keep Redfield Middle School. The members of the RTCCS Board of Directors then voted on officers for the group. Each member will have an alternate that will receive copies of all meeting minutes and attend monthly board meetings.

- A. The RTCCS Board of Directors will have final decision-making authority for the Redfield Tri-County Charter School in areas of finance and purchasing, hiring and firing of staff, and hiring and firing of the school director. It will also have final decision-making authority on student discipline issues that have been appealed.
- B. Once the school is established as a 5-12 school, the members (e.g. Member 1 (M1) through Member 7 (M7)) will be representative of the following groups:

- M1 - nominations accepted for Jefferson County representative
- M2 - nominations accepted for a teacher or staff member of the charter school
- M3 - nominations from Parent Teacher Organization of parents who are members
- M4 - nominations accepted for a Redfield community representative
- M5 - nominations accepted for a Pulaski County representative
- M6 - nominations accepted for a Grant County or Saline County representative
- M7 - will be an at large position

The current board members and the position they hold are as follows:

- M1 - Mr. Larry O'Briant, President, 40+ years of experience in education
- M2 - Mrs. Ann Tuck-Rowan, Treasurer, 15+ years in education
- M3 - Ms. Amanda Kight, Secretary
- M4 - Mr. Todd Dobbins, Director
- M5 - Mr. Ronnie Meredith, Director
- M6 - Mr. James Kight, Vice-President, 45+ years of experience in education
- M7 - Mr. Ken Shollmier, Director

Board members shall be sought who reflect the qualities, qualifications and diversity determined by the Board of Directors. The Board of Directors shall present potential directors and officers for election by the Board of Directors at the Annual Meeting of the Board of Directors.

Each Director's term shall be for a term of one (1) year beginning on the date designated by the Board of Directors upon electing such Director and shall continue until such term ends. At the Annual Meeting of the Board of Directors, Directors can be elected to serve another term of one (1) year, resign, or be removed from the board by a two thirds (2/3) vote. There shall be no limit to the number of terms, consecutive or otherwise, during which a person may serve as a Director.

Any director may resign at any time by giving written notice to the President or the Secretary. Such resignation shall take effect at the time specified therein, and, unless otherwise specified therein, the acceptance of such resignation shall not be necessary to make it effective. The resigning member's alternate will step in their place until a permanent replacement is elected.

The Board of Directors may remove any Director or Officer from his/her position by two thirds (2/3) vote of the entire Board of Directors at any regular or special meeting, provided that a written statement of the reason or reasons shall have been delivered to such Director or Officer at least thirty (30) days before any final action is taken by the Board of Directors. Such statement shall be accompanied by a notice of the time when, and the place where, the Board it so take action on the removal. The officer or Director shall be given an opportunity to be heard by the Board of Directors at the time and place mentioned in the notice.

The Board of Directors may fill vacancies on the Board of Directors that occur for any reason after the Annual Meeting of the Board of Directors.

- C. The RTCCS Board of Directors will have a designated member representing the parents of Redfield Tri-County Charter School students once the school has grown to a grade 5 through grade 12 campus. The parents will also be able to address the board during monthly meetings. The school's leadership will take into consideration all suggestions brought to them from parents. The school will also be responsible for providing all annual reports mandated by the state. These reports will be accessible on the school's website or in hard-copy format if a parent requests it. Teachers will also work with parents while educating their students. There are also two scheduled parent-teach conferences during the school year where the teachers and staff will be available to parents. Parents will have the opportunity to join a campus based parent/teacher organization which will afford them the opportunity to interact with teachers and staff.

3. Give the mission statement for the proposed charter school.

Applicant Response:

RTCCS will strive to instill in each student core character values, a sense of community service, and a love of learning. Students will be empowered to achieve academic excellence and will be cognizant of their potential to change and improve themselves and their community.

4. Describe the educational need for the school by responding to the following prompts.

Complete the following charts to include 2013 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	White Hall School District		
District Status	Needs Improvement		
	LITERACY 2013 ESEA Report Percentage Achieving or Advanced	MATH 2013 ESEA Report Percentage Achieving or Advanced	Graduation Rate 2012-2013 2013 Report Card Percent Graduated
All Students (Combined)	84.52	81.96	84.81
Targeted Achievement Gap Group	76.79	74.06	73.86
African American	73.95	68.85	84.38
Hispanic	77.27	79.17	
White/Caucasian	86.61	83.82	84.57
Economically Disadvantaged	79.24	75.76	73.17
English Language Learners/ Limited English Proficient	70.00	63.64	
Students with Disabilities	35.51	40.46	

CAMPUS DATA - ELEMENTARY SCHOOL CLOSEST TO THE PROPOSED CHARTER LOCATION		
District Name	White Hall School District	
Campus Name	Hardin Elementary	
Grade Levels	K-5	
Campus Status	Achieving	
	LITERACY 2013 ESEA Report Percentage Achieving or Advanced	MATH 2013 ESEA Report Percentage Achieving or Advanced
All Students (Combined)	95.58	92.92
Targeted Achievement Gap Group	91.94	90.32
African American		
Hispanic		
White/Caucasian	96.19	94.29
Economically Disadvantaged	94.83	93.10
English Language Learners/ Limited English Proficient		
Students with Disabilities	50.00	50.00

CAMPUS DATA - MIDDLE SCHOOL CLOSEST TO THE PROPOSED CHARTER LOCATION		
District Name	White Hall School District	
Campus Name	White Hall Middle School	
Grade Levels	6-8	
Campus Status	Needs Improvement	
	LITERACY 2013 ESEA Report Percentage Achieving or Advanced	MATH 2013 ESEA Report Percentage Achieving or Advanced
All Students (Combined)	83.73	79.90
Targeted Achievement Gap Group	73.39	67.07
African American	72.38	69.16
Hispanic	87.50	87.50
White/Caucasian	85.91	81.66
Economically Disadvantaged	77.88	70.04
English Language Learners/ Limited English Proficient		
Students with Disabilities	15.69	21.57

CAMPUS DATA - HIGH SCHOOL CLOSEST TO THE PROPOSED CHARTER LOCATION			
District Name	White Hall School District		
Campus Name	White Hall High School		
Grade Levels	9th - 12th		
Campus Status	Needs Improvement		
	LITERACY 2013 ESEA Report Percentage Achieving or Advanced	MATH 2013 ESEA Report Percentage Achieving or Advanced	Graduation Rate 2012-2013 2013 Report Card Percent Graduated
All Students (Combined)	66.98	77.78	84.81
Targeted Achievement Gap Group	50.63	73.57	73.86
African American	51.35	66.20	84.38
Hispanic		72.73	
White/Caucasian	71.78	79.29	84.57
Economically Disadvantaged	50.75	73.72	73.17
English Language Learners/ Limited English Proficient			
Students with Disabilities	26.67		

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:

RTCCS will focus on recruiting students who are from economically disadvantaged areas. Based on the 2013 ESEA reports from the White Hall School District from the Arkansas Department of Education web site (<http://www.arkansased.org/divisions/public-school-accountability/school-performance/esea-accountability-status>), students classified as Economically Disadvantaged are not performing as well as the combined student population. The combined students scoring Achieving or Advanced is 66.98 while the Economically Disadvantaged students scoring Achieving or Advanced was 50.75. These scores are lower than the 2012 reports.

The graduation rate for the Combined Population at the White Hall High School is remaining steady around 84 but the Targeted Achievement Gap Group has fallen from 82 in 2012 to 74 in 2013. RTCCS will strive to engage the students and provide them an educational environment where they feel connected to the school instead of being disenfranchised. In 2013, White Hall Middle School had 720 students enrolled and the High School had 940 students. RTCCS anticipates having 175 students in grades 5-8 its first year of operation and add an additional 50 students each year while growing to become a 5-12 with 375 students. A small school setting will afford the teachers and staff the opportunity to get to know each student and allow for the forging of relationships with the students and the ability to determine each student's strengths, weaknesses, and learning style. It would also be beneficial for students that need to be able to participate in extracurricular activities for motivation to stay in school instead of dropping out.

The majority of families with children in and around the tri-county area are middle to low income families. They choose to live in rural areas and some would prefer to send their children to smaller schools if given that option. There are students which are at risk for dropping out of high school if they attend a larger school. These students need a smaller school to allow them to build relationships with teachers and fellow students. Smaller schools provide a greater opportunity to participate in team sports or other extracurricular activities and provide them a feeling of belonging in the student body.

Our school will provide students the opportunity to attend school in a community that strongly supports education.

Based on information from the last census, Redfield was one of only two cities in Jefferson County to have growth. Jefferson County is struggling with population and economic decline. Schools play an important part of families' decision to move to a community. Redfield has a long history (over one hundred years) of providing education for our children. Our residents have bonded together to pursue getting a charter. We have a group of people that have voluntarily devoted countless hours in this effort and have collected signatures in support of a charter school in Redfield. Our community is committed to providing a quality education and is determined to get the authorization for a charter school.

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:

Three public middle schools service the students in the area where Grant, Saline, Jefferson, and Pulaski meet. These schools are Fuller Middle School (Pulaski County Special School District), Sheridan Middle School (Sheridan School District), and White Hall Middle School (White Hall Middle School). Based on information from the 2013 ESEA reports downloaded from the ADE website (<https://adedata.arkansas.gov/arc>), none of the middle schools servicing the students in this area are classified as "Achieving" in Math and all but one are classified as "Needs Improvement" in Literacy. The scores of students classified as "Economically Disadvantaged" are not improving at the expected rate and are falling short of the 2013 AMO by over 9% in the Sheridan Middle School and over 16% in the Fuller Middle School. "Economically Disadvantaged" students at Fuller Middle School are also falling short in Literacy by over 6%. The scores for All Students at Fuller Middle School were over 17% below the 2013 AMO in Mathematics and over 8% below the 2013 AMO in Literacy while the scores for All Students at Sheridan Middle School were over 5% below the 2013 AMO in Mathematics but were over 5% above the 2013 AMO in Literacy. Students in areas around Redfield do not have a choice on where to attend school. A charter school in Redfield would provide an option for them. Students living in and around larger cities in Arkansas such as Little Rock, Jacksonville, North Little Rock, Fayetteville, and Bentonville are being provided options for their education while students in remote areas are not afforded those same opportunities.

Describe the innovations that will distinguish the charter from other schools.

Applicant Response:

The innovations that will distinguish our charter school from other schools are our focus on college and career readiness, emphasis on science, technology, engineering, and math, our efforts to form partnerships with local entities to enrich students' experiences on projects and in exposure to different career opportunities, community involvement through community service projects, and the infusion of technology into the curricula. Our students will become members of our school family and will leave school with a love for learning.

Each student will not only benefit from an individualized approach to learning, but will benefit from attending a smaller school. Some teachers will be instructing the same subject but at different grade levels. For example, a student may have the same Science teacher for 6th, 7th, and 8th grade. This approach allows the teacher to know each student and alter their teaching strategy if the student needs information presented differently to gain knowledge and understanding.

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
Students to meet their individual target growth.	Measures of Academic Progress (MAP)	60% of returning students to meet their target growth	Beginning of Year and End of Year (and possibly mid-year as well)
Students' scores to improve each year.	Partnership for Assessment of Readiness for College and Careers (PARCC) Performance Based Assess	15% or more of returning students improve scores from previous year.	After 75% of the school year and per ADE guidance
Students' scores to improve each year.	PARCC End-of-Year	15% or more of returning students improve scores from previous year.	After 90% of the school year and per ADE guidance
Students' scores to improve each year.	PARCC Speaking and Listening Assessments	15% or more of returning students improve scores from previous year.	Test under development should be available for 2015-2016 school year.

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:

It is nearly impossible to determine goals for the charter's students at this time because we do not know who the students will be. During the first year of operation, the charter's annual measurable objectives (AMOs) will be based on the state AMOs, and that in following years, the charter AMOs will be based upon the academic performance of the students who attend the charter. RTCCS acknowledges the requirements for the state mandated assessments and our goals will be to work with each student to achieve gains toward moving our entire student population to proficient over time. The rate at which this happens will be dependent on the students attending the school. If the students are grossly behind, the amount of time to help them achieve proficiency will be longer.

A significant challenge will be the implementation of Partnership for Assessment of Readiness for College and Careers (PARCC). It will be implemented in 2014-2015 and will be replacing the Arkansas Comprehensive Testing, Assessment and Accountability Program (ACTAAP) aka Benchmark. It will not be feasible to compare ACTAAP results to PARCC results based on information found on the Office for Education Policy (OEP) University of Arkansas website. It will take time for the results of the assessments to lead to the development of attainable expectations for student scores. RTCCS is not sure at this time if the goals stated in this application on the PARCC assessments are realistic or not because there is little to no data available to base them on.

There are two summative assessment components of PARCC. The PARCC English language arts/literacy Performance-Based Assessment (PBA) will focus on writing effectively when analyzing text. The mathematics PBA will focus on applying skills and understanding to solve multi-step problems. The English language arts/literacy End-of-Year (EOY) will focus on reading comprehension while the mathematics EOY will focus on understanding of the Major Content and Additional and Support content of the grade/course.

RTCCS will work with the ADE as PARCC is implemented. As with any new assessment, it will take time for the students and schools to adjust. RTCCS goal for student scores is to show improvement at a rate at least equal to that of state growth goals.

6. Describe the educational program to be offered by the charter school

Applicant Response:

The educational program of the Redfield Tri-County Charter School shall consist of grade five (5) through grade eight (8) during year one (2015-2016). RTCCS plans to have twenty-five (25) students in grade 5 and fifty (50) students in grade 6 through grade 8 the first year of operation. We will add one grade annually until the campus is a grade 5 through grade 12 campus.

The educational program will focus on college and career readiness for all students. The educational program will be designed to specifically target career preparation. As students mature, they see themselves in a particular career in their future. The study of career pathways will be incorporated into the curriculum and students throughout all grade levels will be exposed to future possible career pathways. At the beginning of the 2015-2016 school year, all students in grades 5th through 8th will participate in a career interest inventory. The career inventory will be grade level specific and be "user friendly" for the targeted ages. The results of these inventories will assist teachers with curriculum planning for the school year. At the end of the 2015-2016 school year, the students will be assessed again to allow teachers to prepare for the upcoming year. The assessments may be done at the end of each year for years following the 2015-2016 school year if they prove valuable to improving the curricula. New students may be assessed when enrolled. Standardized career inventory assessments such as Explore, Plan and Kuder may be used at the appropriate times with the appropriate grade levels. The school will use all resources available throughout the community as well as tri-county area wide to provide students the accurate knowledge base concerning the requirements of specific careers and the

knowledge base needed to adequately pursue and be successful in a specific career area. Students will also participate in interview scenarios that will be incorporated into both the Language Arts and Career and Technical curricula.

As students progress through the educational program, they will become more exposed to various career interests. As the charter school grows, more in depth educational opportunities such as concurrent credit programs or apprenticeship programs will be added. As these happen, the students will not only be allowed, but encouraged to participate in post-secondary courses (both college and vocational). These may be taken through either distance learning opportunities provided at the charter school or at a post-secondary institution that the charter school has contracted with to provide such courses. The leadership and faculty will work closely with Career and Technical Education as well as colleges and vocational schools to establish programs of study that address the interests of the students.

Students may be exposed to various learning and instructional strategies but the foundational base of instruction throughout all curricular areas in all grades will focus on a variety of learning strategies. The educational program will incorporate the use of technology into as many aspects of the curriculum as possible in order to prepare student for future college and career opportunities. Our school will foster an atmosphere where education is valued and students will be encouraged to build relationships with their fellow students and teachers. The use of groups during learning activities will encourage the development of these relationships along with providing opportunities to strengthen communication and interpersonal skills. Cross-curricular instruction will allow teacher flexibility with instruction and allow multiple presentation opportunities of specific frameworks to ensure student mastery.

The continuation or renewal of the RTCCS 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. RTCCS will strive to improve student performance on assessment instruments adopted by the State Board.

Our intent is for all students to become part of our school community. It will also be a priority for us to involve community members. Volunteers will be a part of our school community as well. We will work with local community service organizations to involve our students and staff in projects to help individuals, families, and organizations in our community. As a charter school, we will also be working closely with our parents to raise funds as needed, to tackle projects around the school, and to be actively involved in their child's education and extracurricular activities.

Our immediate goal will be to improve the students' interest and involvement in their education. This will help reduce truancy and behavior issues for our students if they have a history of these issues. Our long-term goal is to instill the love of learning in each and every student. We realize that not every student will continue on to college. Their path may lead them to a technical school, a vocational school, or directly into the job market. Whatever their path, they will enjoy success if they are life-long learners.

Teachers and staff will utilize professional development networks. These networks will allow our personnel to take-part in free on-line professional development courses in project-based learning. It will also provide a means for our personnel to collaborate with other teachers instructing their students using the inquiry-based methods. One example of such a resource is Buck Institute for Education (www.bie.org).

RTCCS will also apply to become members of the Arkansas Public School Resource Center (APSRC). This organization will provide consulting and guidance in areas such as law, finance, technology, teaching and learning and will be a valuable asset and resource as we navigate establishing our charter school.

Core character values will be taught. It is our intent to work with Charter Education Partnership (CEP) and to pursue becoming a National School of Character. CEP works to combine all facets - educators, students, parents, and community - to create safe, caring, and respectful schools where students flourish academically and do the right thing. Until we can go through the application process for CEP, we will focus on character values and select a "Student of the Month" from each grade that exhibits the character value being emphasized. Service of others will also be emphasized. Experience with community service will allow the students to realize the joy that comes from helping others and helping their community. It will allow them to realize the power they

have as an individual to bring positive change to themselves and others.

7. 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 Common Core State Standards as adopted, and periodically revised, by the State Board of Education.

Applicant Response:

Upon receiving authorization for a charter school, the RTCCS Board of Directors will begin the process of hiring a Director for the Redfield Tri-County Charter School. The Director will also be serving as the principal during the first year of operation for the Redfield Tri-County Charter School. The Principal will be responsible for the process of aligning the curriculum to be utilized by the charter school with the Arkansas Curriculum Frameworks and the curriculum requirements of the Common Core State Standards as adopted by the State Board of Education. RTCCS plans on taking full advantage of any and all assistance available from the Arkansas Department of Education in this endeavor. Monies have been budgeted for submitting an application to become a member of the Arkansas Public School Resource Center (APSRC). APSRC could also be a valuable source of assistance aligning the charter's curriculum. RTCCS budgeted to be able to hire the services of a Curriculum Specialist to assist in this task as well. Aligning the curriculum will be the top priority for the newly hired Director/Principal. The Principal will utilize the ADE, the APRSC, and the services of a curriculum specialist if necessary along with research and their experience to successfully complete this task as expeditiously as possible.

RTCCS is estimating it will take approximately four (4) to six (6) weeks for the Principal to complete the alignment but the process will continue after the initial alignment. RTCCS will require the Principal to complete the alignment of the curriculum with the Arkansas Curriculum Frameworks and the Common Core State Standards before 01 June 2015. As teachers are hired, the principal will work with them to ensure the development of lesson content is consistent with the Arkansas Curriculum Frameworks and the Common Core State Standards. The Principal will be responsible for ensuring the curriculum materials used by RTCCS are reviewed annually to ensure continued alignment with the Arkansas Curriculum frameworks and the Common Core State Standards to address any revisions by the State Board of Education.

8. Describe the manner in which the school will make provisions for the following student services, even in those areas for which a waiver is requested:

A) Guidance program;

Applicant Response:

The charter will provide guidance to students on course selection, career counseling, and personal/social developing counseling. The teachers will provide guidance program services such as advising students on course selection. This will be done as-needed due to the counselor position being a part-time position during the first year of operation. The part-time counselor will be focused on career counseling and providing opportunities for the students to be exposed to information on a variety of jobs and career fields.

B) Health services;

Applicant Response:

A waiver will be requested for the requirements of Health Services. RTCCS will be contracting out the health services utilizing a part-time nurse. These services will include keeping medical records in accordance with privacy statutes, attending to students with minor illnesses, providing aid until emergency responders arrive on site for serious injuries, and the responsibility of creating and maintaining the campus health and safety policies.

The charter will contract the screening, referral, and follow-up procedures for all students. The contractor will also be responsible for providing and maintaining current health appraisals records for all students according with guidelines developed by the Arkansas Department of Education. IAW Act 1565 of 1999, the contractor will also provide students with special care needs, including chronically ill, medically fragile, and technology dependent, and students with other health impairments will have an Individualized Health Care Plan. The contractor will also perform invasive medical procedures required by students and provided at school because they must be performed by trained, licensed personnel who are licensed to perform the task. The contractor will also provide custodial health care services required by students under an Individualized Health Care Plan.

Daily responsibilities for student health issues not requiring a licensed person perform them will be performed by the Principal's administrative assistant. Daily responsibilities requiring a licensed person to perform them will be scheduled while the part-time nurse is on campus.

C) Media center;

Applicant Response:

A waiver will be requested for the requirements of a Media Center. RTCCS will have a media center with a minimum of 3000 books. There will also be at least five (5) computers in the media center for students to use the first year of our school's operation. Computers will be added to the media center as the student population and need for computer access grows. There will be a media specialist available to instruct the students on the use of the computer and the development of research skills.

D) Special education;

Applicant Response:

RTCCS will not request a waiver from the requirements of a special education program. The school will provide all necessary services and accommodations for students identified with special needs as outlined in their IEP. A special education teacher will be responsible for all aspects of the school's special education services program, work cooperatively with parents, teachers and others concerning identification and assessment of students, development and implementation of student individual education plans and compliance with all federal and state guidelines concerning the program. RTCCS will provide an Individual Education Program for each student with a disability. Our staff will diligently work to provide students with disability the accommodations and services they need to be successful in school. Parents, teachers, and school administrators will work together as a team to provide an optimum learning opportunity for the students with disabilities.

E) Transportation;

Applicant Response:

Once RTCCS receives authorization for a charter, two formerly owned school buses will be purchased. The buses will pass inspection and be maintained as mandated by the state of Arkansas.

RTCCS bus routes will not be a traditional route. We plan on providing “satellite pick-up” for students using fully certified bus drivers. The drivers will be contracted and will meet all training requirements as specified by the State of Arkansas and hold a Commercial Driver's License. Bus drivers will also pass a physical examination given by a licensed physician or an advanced practice nurse at least every two (2) years. Satellite pick-up/drop off locations will be identified.

The Director/Principal will map out bus routes for the area in a ten (10) to fifteen (15) mile radius of the charter school. RTCCS will provide a satellite pick-up for the students. Sites and times for pick up and drop off will be identified and published so parents and students are aware of the site(s) closest to them. The charter will either provide maintenance or secure a routine maintenance agreement with a qualified mechanic to ensure safe maintenance and operation of the buses. Over time as our student population grows, our transportation methodology could transform into a more traditional bus route.

F) Alternative education, including Alternative Learning Environments;

Applicant Response:

RTCCS has asked for a waiver for the exclusion of Alternate Learning Environments at this time. We will be using a variety of teaching methods and the small school setting will allow teachers and staff to know each student. The RTCCS educational approach will allow the teachers to identify each student's strengths and weaknesses and convey information accordingly. Our approach will provide additional instructional time each day to address any educational weaknesses. We will also have a strict disciplinary policy to control any behavior that might distract students.

G) English Language Learner (ELL) instruction

Applicant Response:

RTCCS will administer the English Language Development Assessment (ELDA) as required by the ADE. The test administrator will complete all necessary training before administering the ELDA and meet any other requirement specified by the ADE. The school will utilize the results of the ELDA to determine what type of English Language instruction is appropriate for the ELL student. The majority of the students are assisted through English immersion. In addition to immersion, the charter will also offer small-group interventions and high-quality vocabulary instruction during the day. Supplemental assignments and utilizing instructional activities that would present an opportunity for students with different English language proficiencies to work together in pairs in a structured environment may also be used to augment the charter's approach to English Language Learner Services.

RTCCS did budget a stipend for the staff member responsible for ensuring the charter complies with federal and state ELL regulations, recordkeeping and confidentiality regulations, and knowledge of diagnostic testing. This staff member will be responsible for working with the teachers of students with ELL needs to ensure the instructional strategies that best fits the students are being used and for administering the annual ELDA testing requirements.

RTCCS will work with the ADE to ensure all of the requirements for ELL are addressed and satisfied. If additional funding needs to be budgeted to cover travel or training expenses for the staff member responsible for ELL, RTCCS will work with the ADE to determine an appropriate amount to include in the budget.

H) Gifted and Talented Program.

Applicant Response:

RTCCS intends to identify students who will benefit from an accelerated educational program and incorporate learning strategies into the student's individual instructional program to enhance the educational process for the students. Gifted and talented students could be nominated by teachers, staff, parents, community members, or by self-nomination. Students could also be identified for consideration as a gifted and talented based on academic performance on standardized tests. A consultant will be hired to oversee the Gifted and Talented program. Each of the gifted and talented student's teachers will work with the consultant to integrate opportunities in the classroom environment to enrich their learning experience. The social and emotional needs of the gifted child will be met through peer interaction on projects and other planned activities (e.g. field trips, guest speakers) as well as through content satisfying to the intellectual needs of the student.

9. 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:

RTCCS will service the city of Redfield and its surrounding areas within an approximately fifteen (15) mile radius. This will include the eastern portion of Grant County and a small area in Saline County which falls under the Sheridan School District. We will also serve areas in Jefferson County which are located in the White Hall School District. These areas include Redfield and Jefferson. To the north, we will serve the Hensley and Woodson Lateral areas in Pulaski County Special School District. We expect that approximately 105 (or 60%) of the students will be from the White Hall School District with the other students coming from the Sheridan School District, and the Pulaski County Special School District at varying percentages. These numbers are speculation because enrollment at RTCCS will be open to any student from Arkansas that wants to attend and will not be limited to the school districts identified in our response. Enrollment in RTCCS will be open to any Arkansas student who submits an application to attend.

10. 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:

RTCCS will comply with annual progress report requirements as stated in the Arkansas Department of Education Rules of Governing Public Charter Schools, Section 6.03.1.4 and in the Standards for Accreditation, Standard II, Goals and Administration of Arkansas Public Schools and School Districts, if it applies to charters.

Feedback from parents and the community will be used to annually develop a comprehensive progress report. This report will include updated data regarding student performance, program objectives, and accreditation standards. RTCCS will also create a School Improvement Plan annually to project campus needs and to identify any deficiencies so they can be corrected. All reports will be based on Arkansas Department of Education regulations and guidelines.

Annual reports will be published in a newspaper with general circulation in the district where the charter school is located. The reports will also be published on the RTCCS web site. Current guidance mandates these reports will be published no later than November 15. Printed copies of the reports will be available for review at RTCCS.

RTCCS will host an annual public gathering in order to provide information regarding the educational program and campus policies and goals. This public gathering will be publicized using flyers sent home with students and posted in the local area and on the RTCCS web site. This public gathering will allow for parents, students, and any interested parties to exchange ideas and suggestions regarding the educational program, the school campus, and the content of the annual report.

The school will be in compliance with rules and regulations concerning annual reports to the parents through public meetings, board meetings and website requirements. As performance data becomes available for the school, the school will provide that information as required by state code and rules and regulations that apply.

11. 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:

All students are welcome at RTCCS. Students will be asked to provide a transcript from the school they are moving from to attend the RTCCS but the RTCCS administration and board members understand that transcripts from prior schools cannot be required for students to enroll and attend RTCCS. RTCCS will not discriminate in our admissions policy on the basis of gender, national origin, race, ethnicity, religion, disability, or academic or athletic eligibility. RTCCS may exclude a student who has been expelled from another public school district in accordance with Title 6 of the Arkansas Code.

Students will be recruited from the city of Redfield and other surround communities like Jefferson, White Hall, as well as students in the eastern portion of Grant County and the portion of Saline County that are part of the Sheridan School District that are within an approximately 15 mile radius of Redfield. RTCCS will use methods such as our internet presence (www.redfieldtricitycharterschool.org), direct mailings, flyers, and newspaper advertisements to inform the public about our school.

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.

- ☐ Children of founding members of the charter school
- ☒ Siblings of enrolled students
- ☐ No enrollment preferences (No other boxes may be checked in order to select this option.)

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

- ☒ Yes
- ☐ No

Describe procedures for conducting the lottery process, including the timeline for enrolling, the date of the lottery and the way in which students will be placed on waiting lists. Explain how the charter will ensure that the lottery process is transparent to the public.

Applicant Response:

If more applications are submitted than RTCCS has openings, an admission lottery will be held. Each application will be assigned a number. A random, anonymous lottery will take place in order to allow all eligible, interested students an equal opportunity to enroll at the campus. The lottery will take place at the RTCCS campus. It will be governed by the director, as well as being overseen by a community leader and the RTCCS principal. The public will be welcome to attend the lottery to help ensure the transparency of the process. The need for a lottery will be posted on the campus website and the Arkansas Department of Education Public Charter School Program Coordinator will be notified in advance of the lottery. Siblings of existing students will be given preference and would not have to participate in the admission lottery. The numbers assigned to the existing applications will be put in a container and drawn and recorded in the order they were drawn. The number of students selected would depend on the number of openings and whether there were any siblings of existing students in the application pool. The record of the order the applications were drawn would be kept in case those that were selected were unable to attend. The next application on the list would then be notified of their selection.

The waiting lists are only valid for the year the application was submitted. Parents with students on waiting lists will have to apply the following year to be eligible for any openings. If there are more applications than openings the following year, another lottery will be announced and held. All applications submitted for the current school year will be in the lottery. The number of openings in the grade will determine how many will be accepted to enroll and how many will be on the waiting list.

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:

RTCCS does not believe the use of a weighted lottery is required by federal court or administrative order.

12. 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:

Sandra Smith-Jones has prior charter experience. A prior charter involvement template has been completed for her.

Other members of the Redfield Tri-County Charter School have decades of experience in public schools and at universities.

Mr. Larry O'Briant has over forty (40) years of experience in education. He has a Bachelor of Science degree in General Science and a Masters in Educational Administration. He is certified by the State Department of Education as a District Administrator, Secondary Principal, General Science Instructor, Physical Science Instructor, and Adult Education Instructor. He has classroom experience as a General Science Instructor, Biology Instructor, Physical Education Instructor, and Adult Education Instructor. He has administration experience as a Middle School Principal, High School Principal, Assistant Superintendent/Chief Financial Officer and Superintendent. He is currently the Director/Financial Supervisor for the Adult Education Department under the School of Education Division at the University of Arkansas at Pine Bluff.

Mr. James Kight has over forty-five (45) years of experience in education. He has a Bachelor of Science in Education, a Masters in Counseling, and has an Administrator's Certificate. Mr. Kight has been a principal at a junior-high/middle school for over forty (40) years. He has had classroom experience teaching science, social studies, math, and physical education during his career. He is currently working for the White Hall School District and spends half his work day at the White Hall Middle School as an assistant principal and the rest of his work day at the White Hall High School as an assistant principal.

13. 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:

RTCCS 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. Waivers for licensure will be requested for all positions requiring an Arkansas Teaching License. However, the school will make every effort to employ certified personnel in all positions that would typically require a teaching license in a typical public school.

DIRECTOR

The director will be the chief officer of the school and responsibilities will include but not be limited to development and application of board policy, long term planning for fiscal and facility needs, directing and informing the school board regarding the operations of the school, direct and oversee all aspects of maintenance and operations of the school, preparation and implementation of budgets, recommendation of staff to the board for employment and other employment matters (to include development of and issuing of employment contracts), the day to day operations of the school, develop community relations and work with the community and outside instructional entities to facilitate the educational program and direction of the school.

Desired requirements: Must have a Master's Degree in an education related area from an accredited college or university with preferred emphasis in educational administration with a minimum of five years of experience in public education in Arkansas.

PRINCIPAL

The principal will be the instructional leader of the school. The responsibilities of the principal will include but not be limited to the development and implementation of all curriculum, course scheduling, assignment of personnel, supervision of auxiliary programs (counseling, special education, etc.) associated with the school, educational planning for all students, design of professional development for staff, supervision and evaluation of faculty and staff of the school, develop and participate in partnerships with the community and parents, management of the school facilities, student supervision and discipline and day to day planning and operations of the school.

Desired requirements: Must have a Master's Degree in an education related area from an accredited college or university with preferred emphasis in educational administration with a minimum of three years of experience in public education in Arkansas.

FINANCIAL OFFICER/BOOKEEPER

This position will be responsible for processing activities in bank accounts, teacher benefit and payroll information, financial record keeping, purchase orders, application for bids, development of contacts, etc.

Desired requirements: Must have two years of college, vocational or equivalent training in business or finance and/or two years of experience, preferably in an educational setting.

TEACHERS

The responsibilities of the teachers will include but not be limited to the delivery of the components of the instructional program, developing lesson content to satisfy the curriculum requirements that have been aligned with the Arkansas Curriculum Frameworks and the Common Core State Standards, design and implement daily planning to facilitate instruction of the curriculum using project-based, traditional and other applicable

instructional strategies, monitor and evaluate student progress, prepare and participate in parent conferences, develop lines of communication with parents and participate in meetings as necessary with community outside educational entities.

Desired requirements: Must have a Bachelor's Degree in or education from an accredited college or university with a minimum of one year of experience in public education in Arkansas and/or meet requirements for a Highly Qualified Teacher.

SPECIAL EDUCATION TEACHER

The responsibilities of the special education teacher will include but not be limited to all aspects of the school's special education services program, work cooperatively with parents, teachers and others concerning identification and assessment of students, development and implementation of student individual education plans and compliance with all federal and state guidelines concerning the program.

Desired requirements: Must have a special education license and a Bachelor's Degree in special education from an accredited college or university with a minimum of one year of experience in public education in Arkansas and/or meet requirements for a Highly Qualified Teacher.

INSTRUCTIONAL AIDE

Instructional aide assists the teacher with facilitating student learning progress. Aides will assist teachers in all areas of work and assist students with academics. Instructional aides hired with Title I funds or working in a Title I School-wide Program will highly qualify as required by the Elementary and Secondary Education Act and perform the duties deemed appropriate in the federal statute.

Desired requirements: Must have an Associate's degree or equivalent from an accredited college or university. Six months to one year related experience or training is preferred.

ADMINISTRATIVE ASSISTANT

The responsibilities of the administrative staff will include but not be limited to support of daily operations of the district office and school. These duties include managing the day to day office operations, clerical duties and maintaining student database.

Desired requirements: Must have two years of college, vocational or equivalent training and/or two years of experience managing an office environment, preferably in an educational setting.

NURSE

The nurse identifies and treats health disorders among students and provides instruction in the maintenance of good health and disease prevention. The nurse evaluates the physical conditions of students and refers students to appropriate resources. This position will be satisfied by contracting out the service.

Desired requirements: Completion of training necessary for licensing as a registered nurse in the State of Arkansas and must be certified by the American Nurses' Association (ANA) or the National Association of School Nurses (NASN).

MEDIA SPECIALIST

The Media Specialist provides students and faculty with resources to supplement curriculum and is responsible for supervising and maintaining all media resources, including the use and checking out of these resources, the Library Media Center (LMC) and all Library Media Program (LMP) activities.

Desired Requirements: Must have a Bachelor's degree and state certification as a school Library Media Specialist. A Master's Degree in Educational Technology, Master of Library Science or comparable degree is preferred.

14. 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 district will practice accounting and business procedures that are considered generally accepted and will participate in the financial portion of the Arkansas Public School Computer Network (APSCN). The financial records will also be subject to audit annually through the State Division of Legislative Audit.

The budget will be developed before 20 June and approved by the RTCCS Board of Directors by 30 June. Once approved, the budget will be submitted to the Arkansas Department of Education by 01 September.

The Director will present a financial report at each of the monthly RTCCS Board of Directors meeting. The financial report will compare budget to actual expenditures and used as a tool to ensure the fiscal stability of the charter.

The business office will be responsible for the financial operations of the district and will be under the direct supervision of the director. The district will employ a financial officer/bookkeeper who will be responsible for the overall day to day financial operations of the district. This position will be responsible for processing activities in bank accounts, teacher benefit and payroll information, financial record keeping, purchase orders, application for bids, development of contracts, etc. Multiple approvals and signatures will be required on all transactions. Monthly reconciliations, periodic checks of procedural guidelines as well as other measures will be in place to insure the integrity of the schools financial system.

A purchase order system will be used for all purchases required for the district. Purchases less than or equal to five hundred dollars will require the signature and approval of the principal and the bookkeeper. Purchases greater than five hundred dollars and less than or equal to ten thousand dollars will require the signature of the director and bookkeeper. Purchases in excess of ten thousand will require board approval and the signature of the director and board president. A list of all purchases made since the last board meeting will be presented to the RTCCS Board of Directors at each of the monthly meetings.

All legal and contractual agreements concerning loans and bonds, facilities (purchase or lease of land, buildings, equipment, etc.), investments, etc. will be approved by the board and signed by the director and board president no matter the cost.

No lease will be entered into unless it is approved by the Commissioner of Education as long as the Commissioner of Education's approval is required by the Arkansas Department of Education. All lease agreements shall be evidenced by a lease or sublease agreement and be approved by the Board of Directors and signed by the Director after the lease has been approved by the Commissioner of Education. The lease agreement shall identify all the terms and conditions of the lease.

Complete the budget template showing a balanced budget with realistic expectations of revenue and expenditures.

Provide the minimum number of students who must attend the charter in order for the school to be financially viable. Describe the method used to calculate this number. Tell who made the calculations and describe the financial expertise of the individuals who assisted in this assessment.

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

Explain how charter leaders will provide the education program outlined in the application if enough students for financial viability enroll and are admitted but fail to arrive when school begins.

Describe preparations to pay for any unexpected, but necessary and possibly urgent expenses.

Applicant Response:

RTCCS completed the budget template. Several factors influenced the preparation of the budget. Keep Redfield Middle School (KRMS), a 501(c)(3) entity, won the bid for the former middle school facility in Redfield since the RTCCS application was denied last year. KRMS is willing to lease the facility along with the gym to RTCCS for \$1200 a month. Since KRMS has gotten the facility, donations have also been coming in to the school. The facility has teachers' desks, computers, cafeteria tables, microwaves, printers, file cabinets, and office chairs already in the facility along with thirty-five (35) student desks. The cafeteria has been renovated and received approval by the Health Department. All of these donations are available to RTCCS for use in the charter school at no additional cost. This has greatly reduced the start-up cost for RTCCS for a grade 5 through grade 8 middle school. RTCCS considered the size of the facility when determining the number of students to eliminate the need to have modular buildings. We understand that standing up a school is a challenge - especially financially.

Without taking into consideration any grants potentially awarded to RTCCS, we believe the minimum number of students who must attend the charter in order for the school to be financially viable is 166. RTCCS asserts the school would be financially viable and prepared to address any unexpected, but necessary and possibly urgent expenses if 5% of the revenue remained after projected expenditures. RTCCS calculated 5% of the Total State Charter School Aid for 175 students which is \$63,645. To calculate the number of students, we divided \$63,645 by \$6,521 (State Foundation Funding per student) which came out to 9.76. We rounded that number down to 9 instead of up to 10 to pad the budget. We did not consider reducing any of the other funds because everything would have to be prepared to teach 175 students. These calculations were done by members of the board that have financial expertise. Mrs. Ann Tuck-Rowan has over 20 years of experience in corporate and government budget planning, procurement estimates, and analysis. Mr. Larry O'Briant has over 40 years of experience and has served as a middle school/high school principal, Assistant Superintendent/Chief Financial Officer and Superintendent. He is currently the Director/Financial Supervisor for the Adult Education Department under the School of Education Division at Southeast Arkansas College (SEARK) in Pine Bluff.

RTCCS will focus heavily on recruiting beginning as soon as authorization is received. Our goal will be to

surpass the 166 student count by 15 July. RTCCS will use a variety of methods for recruitment such as web site, advertisements, open house, public meetings in areas surrounding the charter school, and mailed and posted flyers. If that goal of 166 students enrolled is not met by 15 July, RTCCS will notify the parents, leaders of surrounding districts and open-enrollment charter schools, and staff at the Arkansas Department of Education that the school has not met its goal and the scheduled opening may be at risk on the first work day following the 15 July deadline. If fewer than 166 enroll before 01 August, RTCCS 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.

If RTCCS recruits between 166 students and 175 students but they do not arrive when school starts, RTCCS will use information from their enrollment forms to contact the students that are missing to determine their status. Charter leaders will make every attempt to get these students to attend the charter. In preparation for the potential outcome of having less than 166 students show up, charter leaders will develop a contingency plan that outlines what budget items will be reduced to absorb the impact of less than the target number of students arriving at school. These reductions will remain in place until enough students are attending to put the funding back on track. This contingency plan will be a priority and will be developed by the Director/Principal along with the RTCCS Board of Directors once authorization has been received and the Director/Principal has been hired. Funds that directly affect the schools ability to provide the education program outlined (e.g. books, assessments, salaries) in this application will be adjusted as a last resort.

RTCCS is planning and budgeting to have a minimum of 9% of the revenue left to handle necessary and possibly urgent expenses. But we have also prepared for the potential of only 5% of the revenue left for urgent expenses. RTCCS will be working with another 501(c)(3) organization, Keep Redfield Middle School, to raise funds to be set aside by their organization that would be allocated to RTCCS in case of urgent expenses that are unexpected.

15. 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:

RTCCS shall prepare an annual certified audit of the financial condition and transactions of our school on or before 30 June each year in accordance with auditing standards generally accepted in the United State and Government Auditing Standards issued by the Comptroller General of the United States. The audit will also contain any other data as determined by the State Board for all public schools.

RTCCS will work with the Division of Legislative Auditor to prepare the required annual financial audit for our school. The RTCCS Board of Directors will review the scope and results of the audit. Any identified consequential irregularities and any identified weaknesses will be reported to the Board of Directors. The Board of Directors will be responsible for developing a corrective action plan to address items noted by the auditor.

RTCCS will adhere to the practices below to ensure programmatic quality:

1. Continuous in-house academic program assessment
2. Ensure appropriate action is taken as issues related to school programs arise
3. Annual creation of a School Improvement Plan to identify and address areas that may be lacking
4. Review of curriculum to ensure its alignment with Common Core state standards

16. It is affirmed that the public charter school will participate in the Arkansas Public School Computer Network, as required by state statute and by State Board of Education rule, for reporting **both education data and financial data**, including grant funds or private donations received directly by the charter school.

☒ Yes

☐ No

17. 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:

RTCCS will be located at 101 School Street in Redfield, AR. This facility was used as a school until June 2013. It was purchased by Keep Redfield Middle School and is currently serving as a community center for Redfield. The facility is being used for a General Equivalency Diploma (GED) class and for a feeding program for children 18 and under to have a free breakfast and lunch through the summer. A basketball camp was held in the gym at the facility in June 2014.

It has eight (8) large rooms that could be used as classrooms, a gym, a cafeteria, an auditorium with a stage, and several other rooms that could be used as a library and office spaces. There is enough land with the facility to house several modular buildings.

Modular buildings will be leased to provide necessary space for additional classrooms. There are no known establishments within a half mile of the land that participate in the sale of alcohol. RTCCS will not allow students into the buildings until the school has obtained a certificate of occupancy issued by the local code official approved by the state fire marshal, a certificate of occupancy or other approval of the state fire marshal, or a certificate of substantial completion issued by a licensed architect. The occupancy limits of the facility will be determined by the local code official or state fire marshal.

RTCCS has done extensive research on the cost of the modular buildings. This research is being utilized to complete the budget portion of the charter application with accurate cost information. RTCCS will ensure the buildings meet all federal, state, and local codes. Once the charter has been authorized, RTCCS will follow the applicable procedures for obtaining bids from contractors for leasing the modular buildings (along with the delivery and set-up fees). The RTCCS Board of Directors has members with extensive experience in the continued operations, maintenance, and repairs of facilities.

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:

- (1) Currently there are no known relationships between the members of the entity that owns the land and the members of the local board of the public school district where the proposed open-enrollment public charter school will be located.
- (2) Currently there is one member (Amanda Kight) of the entity that owns the facility who is the daughter of an employee (James Kight) of the public school district where the proposed open-enrollment public charter school will be located.
- (3) Currently there are three (3) members of the board of the entity that owns the facility that are members of the RTCCS Board of Directors. Todd Dobbins, Ronnie Meredith, and Amanda Kight serve on both boards.
- (4) Currently there are three (3) members of the board of the entity that owns the facility that are members of the RTCCS Board of Directors. Todd Dobbins, Ronnie Meredith, and Amanda Kight serve on both boards.

The facility will comply with all requirements for accessibility in accordance with the Americans with Disabilities Act (ADA) and Individuals with Disabilities Education Act (IDEA) and all other state and federal laws and local zoning ordinances.

☒ Yes

☐ No

If the facility does not currently meet these requirements, provide a list of items that will need to be addressed to bring the facility into compliance. Also include a statement of permissible uses for the facility from the local zoning authority, and whether there are any alcohol sales within 1,000 feet of the facility.

Applicant Response:

The leased facility will need to have an ADA compliant bathroom built in the facility. The lessor will remodel and provide ADA compliant bathroom. No other issues with the facility are known at this time. There are no known establishments within a half mile of the land that participate in the sale of alcohol.

No lease will be signed until it has been approved by the Commissioner of Education.

18. 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 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.

Applicant Response:

James Kight, Vice-President of RTCCS Board of Directors is the father of member, Amanda Kight. Mr. Kight has no other family or financial relationships with any other RTCCS Board of Directors members, 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, or the owner(s) of the facilities (land) to be used.

Larry O'Briant, Ann Tuck-Rowan, Ken Shollmier, and Ronnie Meredith have no known family or financial relationships with any other RTCCS Board of Directors members, 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, or the owner(s) of the facilities (land) to be used.

Todd Dobbins, member of the RTCCS Board of Directors is the husband of Stacy Dobbins, owner of Dobbins Contracting. Dobbins Contracting may be a bidder on projects that RTCCS contracts out. Mr. Todd Dobbins is also the owner of Dobbins Trucking. Dobbins Trucking may be a bidder on projects that RTCCS contracts out if Arkansas code §6-24-105 allows. If either of the Dobbins' companies are capable of performing the specified work, meet Arkansas code §6-24-105 requirements, and are the lowest bid, they would be awarded the contract. Procedures will be put in place to get competitive bids on all projects and to ensure bids are confidential until being reviewed by the RTCCS Board of Directors.

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:

In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors and members of the committees with governing board delegated powers considering the proposed transaction or arrangement.

After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

Procedures To Address The Conflict of Interest

- a. An interested person may make a presentation at the governing board or committee meeting, but after the presentation he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.
- b. The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
- c. After exercising due diligence, the governing board or committee shall determine whether the Organization can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.
- d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Organization's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

Violations of the Conflicts of Interest Policy

- a. If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts 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.
- b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

19. 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:

RTCCS will be participating in the Child Nutrition Program which includes the School Breakfast Program and the National School Lunch Program (NSLP). RTCCS plans on contracting out the preparation of the school meals. Measures will be taken to ensure meals meet the NSLP standards, guidance from the United States Department of Agriculture (USDA), and any state requirements. RTCCS plans on contracting two part-time cafeteria workers to serve the meals, clean up, and work with the RTCCS administrative assistant to maintain all required records for food service.

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

Applicant Response:

Parents, guardians, and members of the community will have ample opportunities to be involved in the RTCCS. Parents, guardians and members of the community will become members of the RTCCS Board of Directors and actively participate in the governance of the school. There will also be a parent/teacher organization that parents and guardians can join to be more involved in the education of their children. RTCCS also plans on recruiting volunteers from the community to work with the students on projects and speak to them about different careers. When RTCCS is able to apply to Charter Education Partnership (CEP), parents will be involved in the application process and in the implementation if RTCCS becomes a member.

21. List the provisions of Title 6 of the Arkansas Code Annotated (Education Code), State Board of Education rules, and sections of 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 section number if applicable. **Provide a brief description of the rationale for each waiver requested that explains the way in which each waiver assists in implementing the educational program of the charter and fulfilling the charter's mission.**

Applicant Response:

RTCCS seeks exemption from the following portions of Title 6 of the Arkansas Code Annotated ("Education Code") and related State Board of Education Rules and Standards for Accreditation of Arkansas Public Schools and School Districts:

- A. Subtitle 2, Chapter 10, Section 6-10-106: Uniform Dates for Beginning and End of School Year:** RTCCS seeks exemption from this portion of the Education Code. Instead, RTCCS will follow the school calendar for White Hall School District.
- B. Subtitle 2, Chapter 13, Section 6-13-109: School Superintendent:** RTCCS seeks exemption from this portion of the Education Code due to it limiting our ability to meet the unique demands of hiring a superintendent of an open-enrollment charter school. We also would like to request a waiver of Section 15.01 of the Standard for Accreditation. This request along with our existing request for waiver from Arkansas Code Ann. § 6-13-109 would allow us the ability to meet the unique demands of hiring a superintendent of an open enrollment charter school.
- C. Subtitle 2, Chapter 13, Subchapter 6, Section 6-13-601 et seq.: School District Boards of Directors Generally:** RTCCS seeks exemption from this portion of the Education Code to the extent that its provisions relating to board size, qualifications, elections, duties, powers, terms, meeting location, and vacancies are: (a) generally not applicable in the open-enrollment charter school context, and/or (b) otherwise outlined in RTCCS by-laws.
- D. Subtitle 2, Chapter 13, Subchapter 13, Section 6-13-1303: Adoption of Policy:** RTCCS seeks exemption from this portion of the Education Code to the extent that it requires a vote by "certified employees" before the Board of Directors may adopt a policy for implementing site-based decision making in the school district, in light of the waiver request that is being made concerning "certified employees" under Section "G" on the following page. Instead, RTCCS will require a vote by "classified employees" (as defined in Section 6-13-1302).
- E. Subtitle 2, Chapter 13, Subchapter 14, Section 6-13-1401 et seq.: Consolidation, Annexation, and Formation:** RTCCS seeks exemption from this portion of the Education Code to the extent that its provisions are generally not applicable in the open-enrollment charter school context.
- F. Subtitle 2, Chapter 14, Section 6-14-101 et seq.: School Elections:** RTCCS seeks exemption from this portion of the Education Code to the extent that its provisions are generally not applicable in the open-enrollment charter school context.
- G. Subtitle 2, Chapter 15, Subchapter 10, Section 6-15-1004: Qualified Teachers in Every Public School Classroom and Section 15.02 and 15.03 of the Standards for Accreditation and the ADE Rules Governing Educator Licensure:** RTCCS seeks exemption from these portions of the Education Code to the extent that it requires teachers to be certified. Instead, in addition to certified teachers, RTCCS will hire "highly qualified" teachers (as defined by the No Child Left Behind Act of

2001).

- H. Subtitle 2, Chapter 15, Subchapter 10, Section 6-15-1005: Safe, Equitable, and Accountable Public Schools:** RTCCS seeks exemption from this portion of the Education Code to the extent that it requires alternate learning programs. RTCCS will be utilizing a variety of teaching methods and these methods will allow teachers to get to know each student's strengths and weaknesses and teach them accordingly.
- I. Subtitle 2, Chapter 16, Subchapter 1, Section 6-16-102 and Section 10.01.4 and 14.03 of the ADE Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts: School Day:** RTCCS seeks exemption from this portion of the Education Code because the school's education program requires flexibility in addressing the unique needs of its student population. As such, RTCCS requests that "school day" be defined as a day in which classes are in session and students receive at least four (4) hours of instructional time. The instructional day will be extended up to and beyond six (6) hours for students in need of additional assistance.
- J. Subtitle 2, Chapter 17, Subchapter 1, Section 6-17-114: Daily Planning Period, and 6-17-111 "Duty-free_lunch":** RTCCS seeks exemption from this portion of the Education Code. The waiver from the duty-free lunch statute will give RTCCS added flexibility in the utilization of its teacher staff.
- K. Subtitle 2, Chapter 17, Subchapter 1, Section 6-17-117: Non-instructional Duties:** RTCCS seeks exemption from this portion of the Education Code to the extent that it requires teachers to be contracted if they are assigned to more than sixty (60) minutes of non-instructional duties per week. Instead, RTCCS requests that the time be increased to two hundred forty (240) minutes. Such a revision recognizes that open-enrollment charter schools are often required to operate on a more limited budget than their traditional public school counterparts, requiring teachers to perform both instructional and non-instructional duties to achieve efficient and economical operation of the school.
- L. Subtitle 2, Chapter 17, Subchapter 2, Section 6-17-201(c)(2), 6-17-2203, and 6-17-2403:**
- RTCCS intends to pay certified and classified staff salaries and hourly rates based on their experience which are similar to and competitive with the salaries and rates of schools of similar size.
- M. Subtitle 2, Chapter 17, Subchapter 2, Section 6-17-203: Committee for Each School District:** RTCCS seeks exemption from this portion of the Education Code. RTCCS will not employ enough staff to comply.
- N. Subtitle 2, Chapter 17, Subchapter 3, Section 6-17-301: Employment of Certified Personnel:** RTCCS seeks exemption from this portion of the Education Code. Instead, RTCCS will employ all employees on an "at-will" basis. This means that employment with RTCCS is voluntarily entered into, and the employee is free to resign at will, at any time, with or without notice or cause. Similarly, RTCCS may terminate the employment relationship at will, at any time, with or without notice or cause, so long as there is no violation of applicable federal or state law.
- O. Subtitle 2, Chapter 17, Subchapter 3, Section 6-17-302: Public school Principals -**
- Qualifications and Responsibilities:** RTCCS seeks exemption from this portion of the Education Code. Instead, RTCCS principal will be employed on an "at-will" basis and will not be required to hold a valid supervisory or administrative certificate. In addition to identifying a principal with the requisite skills and experience in education and management, RTCCS will ensure that its principal is appropriately qualified to lead the school through extensive training in the school's educational methodology.

- P. Subtitle 2, Chapter 17, Subchapter 3, Section 6-17-309: Certification - Waiver:** RTCCS seeks exemption from this portion of the Education Code to the extent that it requires teachers to be certified. As such, RTCCS will have the flexibility to identify and hire those individuals best suited to facilitate the school's educational program. RTCCS ensures that it will hire "highly qualified" teachers (as defined by the No Child Left Behind Act of 2001).
- Q. Subtitle 2, Chapter 17, Subchapter 4: Certification Generally:** RTCCS seeks exemption from this portion of the Education Code to the extent that it requires teachers to be certified. RTCCS is wishing to obtain waivers for Teacher and Administrator Licensure requirements. We believe this would be in Arkansas Code 6-17-401. We would also seek a waiver for Superintendent Licensure as stated in Arkansas code 6-17-427. As such, RTCCS will have the flexibility to identify and hire those individuals best suited to facilitate the school's educational program. RTCCS ensures that it will hire "highly qualified" teachers (as defined by the No Child Left Behind Act of 2001).
- R. Subtitle 2, Chapter 17, Subchapter 8, Section 6-17-802: Twelve-Month Contracts for Vocational Agricultural Teachers:** RTCCS seeks exemption from this portion of the Education Code.
- S. Subtitle 2, Chapter 17, Subchapter 9, Section 6-17-902: Definitions:** RTCCS seeks exemption from this portion of the Education Code to the extent that it requires teachers to be certified. As such, RTCCS will have the flexibility to identify and hire those individuals best suited to facilitate the school's educational program. RTCCS ensures that it will hire "highly qualified" teachers (as defined by the No Child Left Behind Act of 2001).
- T. Subtitle 2, Chapter 17, Subchapter 9, Section 6-17-908: Teachers' Salary Fund:** RTCCS seeks exemption from this portion of the Education Code to the extent that it requires insurance or other fringe benefits to be approved by a majority of the teachers in the school district. Instead, the provisions of insurance or other fringe benefits will be considered and provided pursuant to action by the Board of Directors.
- U. Subtitle 2, Chapter 17, Subchapter 9, Section 6-17-919: Warrants Void Without Valid Certificate and Contract:** RTCCS seeks exemption from this portion of the Education Code to the extent that it requires teachers to be certified and contracted. As such, RTCCS will have the flexibility to identify and hire those individuals best suited to facilitate the school's educational program. RTCCS ensures it will hire "highly qualified" teachers (as defined by the No Child Left Behind Act of 2001) on an "at-will" basis.
- V. Subtitle 2, Chapter 17, Subchapter 12, Section 6-17-1301 et seq.: Teachers' Minimum Sick Leave Law:** RTCCS seeks exemption from this portion of the Education Code. RTCCS is seeking exemption from any law requiring teachers to be certified. As such, minimum sick leave for RTCCS teachers will be addressed in Subtitle 2, Chapter 17, Subchapter 13, Section 6-17-1302.
- W. Subtitle 2, Chapter 17, Subchapter 15, Section 6-17-1501 et seq.: Teacher Fair Dismissal Act:** RTCCS is seeking a waiver from the applicable sections of the Arkansas Code such that its teachers will not require certificates and may be employed on an "at-will" basis. As such, RTCCS will be free to hire teachers skilled in the implementation of the education program while maintaining the flexibility to dismiss those teachers when it becomes apparent they are not performing to the high standards required for the successful implementation of the program. Employees will have the right to appeal their dismissal in accordance with the grievance policy adopted by the Board of Directors.
- X. Subtitle 2, Chapter 17, Subchapter 17, Section 6-17-1701 et seq.: Public School Employee Fair Hearing Act:** RTCCS seeks exemption from this portion of the Education Code. Instead, RTCCS employees will be employed on an "at-will" basis. Employees will have the right to appeal their

dismissal in accordance with a grievance policy adopted by the Board of Directors.

- Y. Subtitle 2, Chapter 17, Subchapter 22, Section 6-17-2201 et seq.: Classified School Employee Minimum Salary Act:** RTCCS seeks exemption from this portion of the Education Code along with Sections 5 and 8 of the ADE Rules Governing School District Requirements for Personnel Policies, Salary Schedules, Minimum Salaries, and Documents Posted to District Websites to effectuate the request for waivers to Arkansas Code Ann. § 6-17-2201 et seq. Classified Employees Minimum Salary Act and Arkansas Code Ann. § 6-17-2301 et seq. Classified Personnel Policies and Committees. Instead, RTCCS employees will be employed on an “at-will” basis and will be paid in accordance with the Fair Labor Standards Act, and in accordance with the personnel policies detailed in Waiver “X” immediately below.
- Z. Subtitle 2, Chapter 17, Subchapter 23, Section 6-17-2301 et seq.: Personnel Policy Law for Classified Employees:** RTCCS seeks exemption from this portion of the Education Code. Instead, the Board of Directors for RTCCS will adopt personnel policies, including, but are not limited to, the following terms and conditions of employment: salary schedule, fringe benefits, and other compensation issues; annual school calendar, including work days and holidays; evaluation procedures; leave; grievance procedures; termination or suspension; reduction in force; and assignments.
- AA. Subtitle 2, Chapter 17, Subchapter 24, Section 6-17-2401 et seq.: Teacher Compensation Program of 2003:** RTCCS seeks exemption from this portion of the Education Code. Instead, RTCCS will provide compensation that is competitive with local public school districts. RTCCS reserves the right to determine specific salary schedules, taking into account the teacher's years of experience, skill, education, and other qualifications.
- BB. Subtitle 2, Chapter 18, Subchapter 10, Section 6-18-1001 et seq.: Section 16.01 of the ADE Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts, and ADE Rules Governing Public School Student Services: Public School Student Services Act:** RTCCS seeks exemption from this portion of the Education Code to the extent that it requires a guidance program and on-campus certified counselor. The principal and teachers will be equipped to give students advice regarding higher education options, life after high school, etc. Similarly RTCCS staff will be informed and will be responsible to handle issues generally given to a campus counselor. Staff will be ready should such situations arise.
- CC. Subtitle 2, Chapter 19: Transportation:** RTCCS seeks exemption from this portion of the Education Code to the extent that it requires RTCCS to implement a transportation program. RTCCS will be implementing a satellite pick-up transportation service.
- DD. Subtitle 2, Chapter 21, Subchapter 1, Section 6-21-117: Leased Academic Facilities:** RTCCS seeks exemption from this portion of the Education Code to the extent that it requires facilities leased by RTCCS to conform to the school facility standards defined in the Arkansas School Facility Manual. Considering initial enrollment size, it will be difficult to financially follow through with this requirement. The applicant ensures any and all facilities it leases for academic purposes shall meet the requirements of all state and local health and safety codes, the Americans with Disabilities Act, and the Individuals with Disabilities Education Act.
- EE. Subtitle 2, Chapter 42, Subchapter 1, Section 6-42-101; Subtitle 2, Chapter 20, Subchapter 21, Section 6-20-2208 (c)(6) (“Monitoring of expenditures”); Section 18.0 of the ADE Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts; and ADE Rules Governing Gifted and Talented Program Approval Standards: Gifted and Talented**

Children: RTCCS seeks exemption from this portion of the Education Code to the extent that it requires the inclusion of a gifted and talented program at RTCCS Middle School. While there will be students who would qualify and benefit from such a program, the general student population at RTCCS Middle School will be attending classes to master the curriculum and attain proficiency or higher on standardized tests. RTCCS will monitor the student population and assess their need for such a program. If the need for a gifted and talented program is determined, then RTCCS will attempt to align with a public or private school to offer students the opportunity to participate in a gifted and talented program.

FF. Subtitle 2, Chapter 48, Subchapter 10, Section 6-48-101 et seq.: An Act to Improve the Effectiveness of Public School Alternative Learning Environment and Section 4.0 of the ADE Rules Governing the Distribution of Student Special Needs Funding: RTCCS seeks exemption from this portion of the Education Code to the extent that it requires the inclusion of an Alternative Learning Environment. RTCCS will be utilizing a variety of teaching methods and settings as well as having a strict disciplinary policy to minimize any disruptive behavior that affects a student's ability to learn. We believe the need for alternative learning environments will be handled with our educational approach. RTCCS will monitor student progress and will implement alternative learning environments at a later date if needed.

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:

RTCCS will comply with all applicable federal and state statutory and regulatory requirements regarding the creation and maintenance of desegregated public schools.

Based on information from other open-enrollment charter applications for open-enrollment charter schools affecting the Pulaski County Special School District (PCSSD), the federal District Court has determined the PCSSD is unitary in all respects concerning inter-district student assignment. PCSSD would therefore have no existing obligations to comply with court orders or statutory obligations to create and maintain a unitary system of desegregated public schools.

A motion was filed by the Little Rock School District in 2010 to enforce the 1989 Settlement Agreement in the PCSSD Desegregation case. The motion contended that an open-enrollment charter school within Pulaski County would interfere with M-M Stipulation and the Magnet Stipulation. US District Judge D.P. Marshall, Jr. denied the motion and stated "The cumulative effect of open enrollment charter schools in Pulaski County on the stipulation magnet schools and M-to-M transfers has not, as a matter of law, substantially defeated the relevant purposes of the 1989 Settlement Agreement, the magnet stipulation, or the M-to-M stipulation." *Little Rock School District, et al. v. North Little Rock School District et al., Lorene Joshua et al., Arkansas Virtual Academy, et al.*, Case No. 4:82-cv-00866-DPM, US District Court-Eastern Division of Arkansas Western Division, Document 4809.

Based on this information, the 1989 Settlement Agreement does not contain any restrictions nor does there appear to be any existing federal District Court desegregation order that would prohibit the authorization of an open-enrollment charter school in Redfield due to it potentially enrolling students from the Pulaski County Special School District.

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:

The charter founders are citizens with a vested interest in the success of the charter school in Redfield. The efforts of RTCCS to obtain an authorization for a charter school are a grass roots movement driven by the desire of the people in the area to have a school. The families in the area are not affluent but they do value education. Once authorized, the charter school in Redfield will not only provide a choice for these families for their children's education but will also be a hub of activity for all members of the communities in the area. RTCCS will cultivate a strong relationship between its students and the members of the surrounding communities by providing community support opportunities for the students. Nurturing a strong bond between the communities in the area and the students will create even stronger support for the school. RTCCS has only been able to get as far as we are in the authorization process due to citizens in the area willing to donate their time, money, and support to the pursuit of obtaining a charter school.

The RTCCS Board of Directors has developed procedures and policies to ensure accountability for managing the finances of the school. Our purchasing policy is outlined earlier in this application for question 14. We are and will be fiscally responsible. RTCCS will work with the ADE and the Arkansas Public School Resource Center (APSRC) to ensure we leverage their knowledge and expertise. RTCCS also has members with years of experience developing and managing a budget as well as experience in dealing with unexpected expenses and budget cuts.

RTCCS will continue to work with Keep Redfield Middle School (KRMS). Together the groups have obtained a facility, started a GED program, and provided a summer feeding program for children 18 and under. We are not able to claim to be an established organization like charter management organizations such as KIPP and ResponsiveED, - but neither could they when they were first established. Given the opportunity, RTCCS will prove to be successful and sustainable charter school.

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

DEPARTMENT OF THE TREASURY

Date: **SEP 30 2013**

REDFIELD TRI-COUNTY CHARTER SCHOOL
C/O ELIZABETH A TUCK-ROWAN
PO BOX 351
REDFIELD, AR 72132-0351

Employer Identification Number:

46-2965353

DLN:

Contact Person:

SALLY B DAVENPORT

ID# 31050

Contact Telephone Number:

(877) 829-5500

Accounting Period Ending:

June 30

Public Charity Status:

170(b)(1)(A)(ii)

Form 990 Required:

Yes

Effective Date of Exemption:

June 04, 2013

Contribution Deductibility:

Yes

Addendum Applies:

No

Dear Applicant:

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

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

Please see enclosed Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, for some helpful information about your responsibilities as an exempt organization.

Letter 947 (DO/CG)

REDFIELD TRI-COUNTY CHARTER SCHOOL

We have sent a copy of this letter to your representative as indicated in your power of attorney.

Sincerely,

A handwritten signature in dark ink, appearing to read "Samuel C. Cook". The signature is fluid and cursive, with a long horizontal stroke at the end.

Director, Exempt Organizations

Enclosure: Publication 4221-PC

Letter 947 (DO/CG)

06/29/14

WHITE HALL JOURNAL
P.O. BOX 20755
WHITE HALL AR 71612-0755
Questions? Call: (870)247-4700

INVOICE/STATEMENT
Copy No. 1
Page No. 1

CUST# 1157 10

REDFIELD TRI COUNTY CS
PO Box 351
Redfield, AR 72132

INVOICE	DATE	DESCRIPTION	QUANTITY	RATE	TAX	AMOUNT
BALANCE FORWARD						.00
06/25/14	PUBLIC NOTICE	6.00I	.0000	.00	54.93	
07/02/14	PUBLIC NOTICE	6.00I	.0000	.00	54.93	
07/16/14	PUBLIC NOTICE	6.00I	.0000	.00	54.93	

pd
ck. 9433
7/17/14
jm

CURRENT	30 DAYS	60 DAYS	90 DAYS	PLEASE PAY --> 164.79
164.79	.00	.00		

WEEKLY COMMENTS:

Problems, probl

By Will Rogers
For the Journal

COLUMBUS: The economy is slowly picking up. And do you know where it is getting a nice boost? Agriculture. Farming is still a tiny piece of the overall economy, but in states where it is a big piece, like Iowa and the Dakotas, those states are recovering more quickly. So three cheers for our highly productive farmers. And maybe offer a prayer that 2014 continues to be a good year for crops and livestock.

As if the problems around the world weren't challenging enough for the President, we've got a flood of children crossing the Rio Grande into Texas. The Border Patrol is overwhelmed and is putting them on buses and airplanes to Arizona and other states. Arizona says they have enough immigrants of their own to deal with, and don't want any more. Here's an idea: instead of Arizona, send them to the White House and let the First Lady feed them "school

lunch" food. In a week they will be begging to be sent back home.

Seriously, the problem developed since President Obama openly stated we would not deport any immigrant youth, regardless of how they got here. Now, he did not mean forever. But everybody in Central America saw an opening and figured if they could get across Mexico and wade the Rio Grande they would be taken care of and not deported.

Here's another idea. Remember when the President and Secretary of State Clinton went on television in the Middle East after the Benghazi attack and apologized profusely for the offensive video. Well, this time, the President can make a video where he says clearly, forcefully, unequivocally, "Illegal immigrants, regardless of age will be deported. Period."

Then show it as a commercial during World Cup games broadcast in Mexico and the other Central America countries. They say everybody

in the world watches all the World Cup games (except us) so this might stop the thousands of boys and girls from leaving home.

Of course, the apology in September 2012 for the "objectionable video" did not stop radical Islamic terrorists. In fact, it got them riled up. Another unintended consequence of Washington decisions.

Iraq has blown up in our face. We've spent more than ten years trying to help average Iraqis improve their lives. We believed that they would treat us like the French did seventy years ago on D-Day when we stormed ashore at Normandy. But Muslims are different.

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Bill Thompson, CEO

PUBLIC NOTICE

REDFIELD TRI-COUNTY CHARTER SCHOOL

<http://www.redfieldtricitycharterschool.org>

HAS AN EXCITING EDUCATIONAL OPPORTUNITY

FOR K-8th Grade Students

IN REDFIELD AND SURROUNDING AREAS

IN JEFFERSON, GRANT AND PULASKI COUNTIES

A Public Meeting To Discuss

Establishing A Charter School In Redfield

Date: Thursday, July 17, 2014 Time: 7:00 PM

Location: Redfield Community Center

101 School Street, Redfield, AR 72132

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Financier**

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Edward
MAKING SENSE



July 16, 2014

TO WHOM IT MAY CONCERN:

I am writing this letter in full support of establishing Redfield Tri-County Charter School in Redfield, Arkansas. As President of the Redfield Chamber of Commerce, I believe a charter school is in the best interest of the community and citizens to afford their children an opportunity for a unique educational opportunity.

As a mother, I also look forward to my son attending Redfield Tri-County Charter School.

Sincerely,

Tiffany Tuck Spivey

Tiffany Tuck Spivey

REDFIELD

...WHERE THE SOUTH BEGINS

DANE FULTZ
City Recorder/Treasurer
redfieldcity@yahoo.com

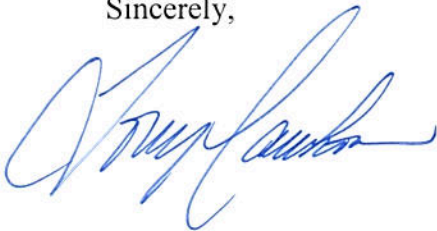
TONY LAWHON
Mayor
tntlawhon@hotmail.com

Tony Lawhon
PO Box 81
Redfield, AR 7213
July 16, 2014

To Whom It May Concern:

As Mayor of Redfield, I am in total support of the creation of a charter school in our town. I feel like it would benefit Redfield and would be something that would draw new families to our community.

Sincerely,



Tony Lawhon
Mayor of Redfield

Redfield Tri-County Charter School

I support the establishment of an open-enrollment public charter school in Redfield, AR

Name - Print	City /County of Residence	Phone Number	Signature
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Donna Bryan	Saline		Donna Bryan
Barbara Sample	Little Rock/Pulaski		Barbara Sample
Susie Muedt	Redfield-Jeff		Susie Muedt
LONNIE JACKSON	WHITE HALL		Lonnie Jackson
Coxley F. Byrd Jr	Redfield Jefferson		Coxley F. Byrd Jr
Harvis Lee Morris III	Redfield		Harvis Lee Morris III
Jph CDD	LITTLE ROCK		Jph CDD
Billie Doster	WH, 71602		Billie Doster
Doug Right	Little Rock		Doug Right
Morgan Harrison	Redfield/Jefferson		Morgan Harrison

Redfield Tri-County Charter School

I support the establishment of an open-enrollment public charter school in Redfield, AR

Name - Print	City /County of Residence	Phone Number	Signature
Donna Oates Donna Oates	Jefferson County		Donna Oates
Allison Beasley	Redfield/Jefferson		Alli Be
Paul Byrd	Little Rock/Pulaski		Paul Byrd
Sandra Smith	Redfield/Grant		Sandra Smith
Pam Lindsay	Redfield		Pam Lindsay
Robert Anke	512 Rock		Robert Anke
David Look	Monticello, AR		David Look
Ron Meredith	Redfield		Ron Meredith
Mona Tillery	Lonsdale		Mona Tillery
Triva Brock	Redfield		Triva Brock

Redfield Tri-County Charter School

I support the establishment of an open-enrollment public charter school in Redfield, AR

Name PRINT	City /County of Residence	Phone Number	Signature
---------------	------------------------------	--------------	-----------

Chris Bowles	Redfield/Jefferson		Chris Bowles
Jamye Harrison	Redfield/Jefferson		Jamye Harrison
Lynda Murdock Courtney	Redfield/Jefferson		Lynda Murdock Courtney
Ann Burris	Redfield/Jefferson		Ann Burris
Renea Anglin	Redfield/Jefferson		Renea Anglin
Lynda Banks	Redfield/Jefferson		Lynda Banks
Elizabeth A Tuck-Rowan	Redfield/Grant		Elizabeth A Tuck-Rowan
James Kight	Sheridan/Grant		James Kight
D'Lane Kight	Sheridan/Grant		D'Lane Kight
LARRY FRYE	REDFIELD/JEFFERSON		Larry Frye

RTCCS 2015-2016 School Calendar

Instructional Days

1 st Quarter	August 17 – October 15 (43 Days)
2 nd Quarter	October 16 – December 18 (40 Days)
3 rd Quarter	January 4 – March 11 (47 Days)
4 th Quarter	March 14 – May 27 (48 Days)

178 Days of Instruction

Non-Instructional Days/Staff Development (Inservice Year = 01 June 2015– 31 May 2016)

August 10-13	Inservice
October 23	Inservice
January 16	Inservice
February 12	Inservice
March 18	Inservice
June 1	Inservice

54 Hours (9X6 hours) of Inservice Included in School Calendar

Holidays/No School

September 7	Labor Day
November 23-27	Thanksgiving Break
December 21 – January 1	Christmas Break
January 18	Martin Luther King Day
February 15	President's Day
March 21-25	Spring Break
April 15	Good Friday

Parent/Teacher Conferences

October 20	Parent/Teacher Conference 3:30pm – 7:30pm (Extended Day)
March 15	Parent/Teacher Conference 3:30pm – 7:30pm (Extended Day)

As required by Act 1469 of 2009, any days missed due to inclement weather will be made up on the following days:

February 15, 2015 if missed prior to this date

April 15, 2015 if missed prior to this date

May 31, 2015

June 1, 2015

June 2, 2015

If the snow make-up days occur past the first two dates above and more than three days are missed, the next make-up date will be June 3, 2015 and June 6, 2015.

Class Schedule For Redfield Tri-County Charter School

Period	Time	Instructional Minutes
Teachers Available To Assist Students (Tutoring)	7:45am – 8:05am	20 minutes
1 st Period	8:10am – 9:00am	50 minutes
2 nd Period	9:05am – 9:55am	50 minutes
3 rd Period	10:00am – 10:50am	50 minutes
Lunch A	10:55am – 11:30am	0 minutes
4 th Period (B Lunch Students)	10:55am – 11:45am	50 minutes
4 th Period (A Lunch Students)	11:35am – 12:25pm	50 minutes
Lunch B	11:50pm – 12:25pm	0 minutes
5 th Period	12:30pm – 1:20pm	50 minutes
6 th Period	1:25pm – 2:15pm	50 minutes
7 th Period	2:20pm – 3:10pm	50 minutes
8 th Period	3:15pm – 3:45pm	30 minutes

Total Instructional Minutes = 430 minutes

2015-2016
Public Charter School Application
Personnel Salary Schedule

Line#	Administrative Positions:				
	List Positions	2015-2016 No. FTEs	2015-2016 Salary	2016-2017 No. FTEs	2016-2017 Salary
1	Director/Principal	1	\$67,500.00	1	\$69,000.00
2	Administrative Assistant	1	\$26,500.00	1	\$27,000.00
3	Principal	0	\$0.00	1	\$60,000.00
4					
5					
6					
7	Subtotal:		\$94,000.00		\$156,000.00
8	Fringe Benefits (rate used 30%)		\$28,200.00		\$46,800.00
9	Total Administration:		\$122,200.00		\$202,800.00

Regular Classroom Instruction:		2015-2016 No. FTEs	2016-2017 No. FTEs
10	Teachers	9	11
11	Aides	4	5
12	Subtotal:		
13	Teacher Fringe Benefits (rate used 30%)		
14	Aide Fringe Benefits (rate used 25%)		
15	Total Regular Classroom Instruction:		

Special Education:		2015-2016 No. FTEs		2016-2017 No. FTEs	
16	Teachers	1	\$39,000.00	1	\$40,000.00
17	Aides	0		0	
18	Subtotal:		\$39,000.00		\$40,000.00
19	Teacher Fringe Benefits (rate used 30%)		\$11,700.00		\$12,000.00
20	Aide Fringe Benefits (rate used 20%)		\$0.00		\$0.00
21	Total Special Education:		\$50,700.00		\$52,000.00

Gifted and Talented Program:		2015-2016 No. FTEs	2016-2017 No. FTEs
22	Teachers	0	\$0.00
23	Aides	0	\$0.00
24	Subtotal:		\$0.00
25	Teacher Fringe Benefits (rate used 30%)		\$0.00
26	Aide Fringe Benefits (rate used 25%)		\$0.00
27	Total Gifted and Talented Program:		\$0.00

**Alternative Education Program/
Alternative Learning Environments:**

	2015-2016 No. FTEs	2015-2016 Salary	2016-2017 No. FTEs	2016-2017 Salary
28 Teachers	0	\$0.00	0	\$0.00
29 Aides	0	\$0.00	0	\$0.00
30 Subtotal:		\$0.00		\$0.00
31 Teacher Fringe Benefits (rate used 30%)		\$0.00		\$0.00
32 Aide Fringe Benefits (rate used 25%)		\$0.00		\$0.00
33 Total Alternative Education Program/ Alternative Learning Environments:		\$0.00		\$0.00

English Language Learner Program:

List Positions	2015-2016 No. FTEs		2016-2017 No. FTEs	
34 No funds budgeted due to waiver	0	\$0.00	0	\$0.00
35				
36				
37				
38				
39 Subtotal:		\$0.00		\$0.00
40 Fringe Benefits (rate used 30%)		\$0.00		\$0.00
41 Total English Language Learner Program:		\$0.00		\$0.00

Guidance Services:

List Positions	2015-2016 No. FTEs		2016-2017 No. FTEs	
42 Counselor	0.5	\$38,500.00	1	\$39,500.00
43				
44				
45				
46				
47 Subtotal:		\$19,250.00		\$39,500.00
48 Fringe Benefits (rate used 30%)		\$5,775.00		\$11,850.00
49 Total Guidance Services:		\$25,025.00		\$51,350.00

Health Services:

List Positions	2015-2016 No. FTEs		2016-2017 No. FTEs	
50 To Be Contracted Out	0	\$0.00	0	\$0.00
51				
52				
53				
54				
55 Subtotal:		\$0.00		\$0.00
56 Fringe Benefits (rate used 30%)		\$0.00		\$0.00
57 Total Health Services:		\$0.00		\$0.00

Media Services:**List Positions****2015-2016
No. FTEs****2015-2016
Salary****2016-2017
No. FTEs****2016-2017
Salary**

Media Specialist

0.5

\$38,500.00

1

\$40,290.00

Subtotal:

\$19,250.00

\$40,290.00

Fringe Benefits (rate used 30%)

\$5,775.00

\$12,087.00

Total Media Services:

\$25,025.00

\$52,377.00

Fiscal Services:**List Positions****2015-2016
No. FTEs****2016-2017
No. FTEs**

Bookkeeper

1

\$32,500.00

1

\$33,200.00

Subtotal:

\$32,500.00

\$33,200.00

Fringe Benefits (rate used)

\$0.00

\$0.00

Total Fiscal Services:

\$32,500.00

\$33,200.00

Maintenance and Operation:**List Positions****2015-2016
No. FTEs****2016-2017
No. FTEs**

Custodial to be contracted out

0

\$0.00

0

\$0.00

Subtotal:

\$0.00

\$0.00

Fringe Benefits (rate used 30%)

\$0.00

\$0.00

Total Maintenance and Operation:

\$0.00

\$0.00

Pupil Transportation:**List Positions****2015-2016
No. FTEs****2016-2017
No. FTEs**

To Be Contracted Out

Subtotal:

\$0.00

\$0.00

Fringe Benefits (rate used 25%)

\$0.00

\$0.00

Total Pupil Transportation:

\$0.00

\$0.00

Food Services:

	List Positions	2015-2016 No. FTEs	2015-2016 Salary	2016-2017 No. FTEs	2016-2017 Salary
90	To Be Contracted Out				
91					
92					
93					
94					
95	Subtotal:				
96	Fringe Benefits (rate used <u>30%</u>)		\$0.00		\$0.00
97	Total Food Services:		\$0.00		\$0.00

Data Processing:

	List Positions	2015-2016 No. FTEs		2016-2017 No. FTEs	
98	To Be Contracted Out	0	\$0.00	0	\$0.00
99					
100					
101					
102					
103	Subtotal:		\$0.00		\$0.00
104	Fringe Benefits (rate used <u>30%</u>)		\$0.00		\$0.00
105	Total Data Processing:		\$0.00		\$0.00

Substitute Personnel:

		2015-2016 No. FTEs		2016-2017 No. FTEs	
106	Number of Certified Substitutes <u>0</u>				
107	Number of Classified Substitutes <u>0</u>				
108	Subtotal:				
109	Certified Fringe Benefits (rate used <u> </u>)				
110	Classified Fringe Benefits (rate used <u> </u>)				
111	Total Substitute Personnel:				

112	TOTAL EXPENDITURES FOR SALARIES:		\$795,240.00		\$1,075,577.00
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**Public Charter School Application
Estimated Budget Template**

REVENUES

State Public Charter School Aid:

Line#	2015-2016		2015-2016 Amount:	2016-2017 Amount:
1	No. of Students	175 x \$6,521.00	State Foundation Funding	\$1,141,175.00
2	No. of Students	175 x \$26.67	Professional Development	\$4,667.25
3	No. of Students	123 x \$1,033.00	eligible rate* NSL Funding	\$127,059.00
4	No. of Students	x	Other: Explain Below	
5				
2016-2017				
6	No. of Students	225 x \$6,521.00	State Foundation Funding	\$1,467,225.00
7	No. of Students	225 x \$26.67	Professional Development	\$6,000.75
8	No. of Students	158 x \$1,033.00	eligible rate* NSL Funding	\$163,214.00
9	No. of Students	x	Other: Explain Below	
10				
11	Total State Charter School Aid:		\$1,272,901.25	\$1,636,439.75
Other Sources of Revenues:				
(MUST UPLOAD DOCUMENTATION VERIFYING ALL AMOUNTS LISTED AS OTHER SOURCES OF REVENUE)				
12	Private Donations or Gifts		\$0.00	\$0.00
13	Federal Grants (List the amount)		\$0.00	\$0.00
14	Special Grants (List the amount)		\$0.00	\$0.00
	Other (Specifically Describe)			
15	Letter Of Intent After Authorization-K Shollmier		\$85,000.00	\$85,000.00
16	Total Other Sources of Revenues:		\$85,000.00	\$85,000.00
17	TOTAL REVENUES:		\$1,357,901.25	\$1,721,439.75

EXPENDITURES

Line#			2015-2016 Amount:	2016-2017 Amount:
	Administration:			
18	Salaries and Benefits		\$122,200.00	\$202,800.00
	Purchased Services - List Vendors Below			
19	V - AD 1	Copier Lease	\$6,000.00	\$6,000.00
20	V - AD 2			
21	V - AD 3			
22	V - AD 4			
23	V - AD 5			
24	Supplies and Materials		\$3,000.00	\$3,000.00
25	Equipment			
	Other (List Below)			
26				
27				
28				
29				
30				
31	Total Administration:		\$131,200.00	\$211,800.00

	Regular Classroom Instruction:	2015-2016 Amount:	2016-2017 Amount:
32	Salaries and Benefits	\$539,790.00	\$683,850.00
	Purchased Services - List Vendors Below		
33	V - CI 1		
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	Textbooks	\$85,000.00	\$20,000.00
41	Tables and Chairs for Students	\$15,000.00	\$5,400.00
42	Desks and Chairs for Teachers (10 donated)	\$0.00	\$2,000.00
43			
44			
45	Total Regular Classroom Instruction:	\$639,790.00	\$711,250.00
	Special Education:		
46	Salaries and Benefits	\$50,700.00	\$52,000.00
	Purchased Services - List Vendors Below		
47	V - SE1		
48	V - SE 2		
49	V - SE 3		
50	V - SE 4		
51	V - SE 5		
52	Supplies and Materials	\$1,000.00	\$1,000.00
53	Equipment		
	Other (List Below)		
54			
55			
56			
57			
58			
59	Total Special Education:	\$51,700.00	\$53,000.00
	Gifted and Talented Program:		
60	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services - List Vendors Below		
61	V - GT1 Gifted and Talented Teacher	\$20,000.00	\$20,000.00
62	V - GT2		
63	V - GT3		
64	V - GT4		
65	V - GT5		
66	Supplies and Materials		
67	Equipment		
	Other (List Below)		
68			
69			
70			
71			
72			
73	Total Gifted and Talented Program:	\$20,000.00	\$20,000.00

	Alternative Education Program/ Alternative Learning Environments:	2015-2016 Amount:	2016-2017 Amount:
74	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services - List Vendors Below		
75	V - ALE1 No Funds Due To Waiver Request	\$0.00	\$0.00
76	V - ALE2		
77	V - ALE3		
78	V - ALE4		
79	V - ALE5		
80	Supplies and Materials		
81	Equipment		
82	Other (List Below)		
83			
84			
85			
86			
87	Total Alternative Education Program/ Alternative Learning Environments:	\$0.00	\$0.00
	English Language Learner Program:		
88	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services - List Vendors Below		
89	V - ELL1		
90	V - ELL2		
91	V - ELL3		
92	V - ELL4		
93	V - ELL5		
94	Supplies and Materials	\$1,000.00	\$1,200.00
95	Equipment		
	Other (List Below)		
96	Stipend for ELL Duties	\$1,000.00	\$1,000.00
97			
98			
99			
100			
101	Total English Language Learner Program:	\$2,000.00	\$2,200.00
	Guidance Services:		
102	Salaries and Benefits	\$25,025.00	\$51,350.00
	Purchased Services - List Vendors Below		
103	V - GS1		
104	V - GS2		
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:	\$25,025.00	\$51,350.00

		2015-2016 Amount:	2016-2017 Amount:
	Health Services:		
116	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services - List Vendors Below		
117	V - HS1 Nurse	\$18,000.00	\$19,000.00
118	V - HS2		
119	V - HS3		
120	V - HS4		
121	V - HS5		
122	Supplies and Materials	\$2,000.00	\$1,400.00
123	Equipment	\$1,000.00	\$1,500.00
	Other (List Below)		
124			
125			
126			
127			
128			
129	Total Health Services:	<u>\$21,000.00</u>	<u>\$21,900.00</u>
	Media Services:		
130	Salaries and Benefits	\$25,025.00	\$52,377.00
	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			
139			
140			
141			
142			
143	Total Media Services:	<u>\$25,025.00</u>	<u>\$52,377.00</u>
	Fiscal Services:		
144	Salaries and Benefits	\$32,500.00	\$33,200.00
	Purchased Services - List Vendors Below		
145	V - FS1		
146	V - FS2		
147	V - FS3		
148	V - FS4		
149	V - FS5		
150	Supplies and Materials		
151	Equipment		
	Other (List Below)		
152	Software	\$10,000.00	\$10,000.00
153			
154			
155			
156			
157	Total Fiscal Services:	<u>\$42,500.00</u>	<u>\$43,200.00</u>

		2015-2016 Amount:	2016-2017 Amount:
	Maintenance and Operation:		
158	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services - List Vendors Below		
	INCLUDE UTILITIES		
159	V - MO1 Custodial Contract	\$9,000.00	\$9,000.00
160	V - MO2		
161	V - MO3		
162	V - MO4		
163	V - MO5		
164	Supplies and Materials	\$2,000.00	\$2,400.00
165	Equipment	\$1,000.00	\$1,000.00
	Other (List Below)		
166	Utilities	\$25,000.00	\$26,500.00
167			
168			
169			
170			
171	Total Maintenance and Operation:	\$37,000.00	\$38,900.00
	Pupil Transportation:		
172	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services - List Vendors Below		
173	V - PT1 Bus Maintenance	\$10,196.00	\$10,196.00
174	V - PT2 Bus Drivers (2 part time)	\$12,000.00	\$12,000.00
175	V - PT3		
176	V - PT4		
177	V - PT5		
178	Supplies and Materials	\$3,000.00	\$4,000.00
179	Equipment		
	Other (List Below)		
180	2 Used Buses	\$23,000.00	\$0.00
181	Gasoline for Buses	\$14,000.00	\$16,000.00
182			
183			
184			
185	Total Pupil Transportation:	\$62,196.00	\$42,196.00
	Food Services:		
186	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services - List Vendors Below		
187	V - FD1 Food Contract	\$40,000.00	\$51,400.00
188	V - FD2 Cafeteria Workers (2 part-time for 1 FTE)	\$8,000.00	\$8,000.00
189	V - FD3		
190	V - FD4		
191	V - FD5		
192	Supplies and Materials		
193	Equipment		
	Other (List Below)		
194	Cafeteria Tables and Seating (Donated)	\$0.00	\$0.00
195			
196			
197			
198			
199	Total Food Services:	\$48,000.00	\$59,400.00

		2015-2016 Amount:	2016-2017 Amount:
200	Data Processing:		
	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services - List Vendors Below		
201	V - DP1 IT Support Contract	\$25,000.00	\$28,000.00
202	V - DP2		
203	V - DP3		
204	V - DP4		
205	V - DP5		
206	Supplies and Materials	\$3,000.00	\$2,000.00
207	Equipment	\$19,000.00	\$10,000.00
	Other (List Below)		
208	Internet Service	\$2,500.00	\$2,500.00
209	Printers (9 donated for first year)	\$0.00	\$1,500.00
210	Computers- Donated 1st yr & new 2nd year	\$0.00	\$40,000.00
211	Computer Software/Licenses	\$2,500.00	\$3,000.00
212			
213	Total Data Processing:	\$52,000.00	\$87,000.00
	Substitute Personnel:		
214	Salaries and Benefits		
	Purchased Services - List Vendors Below		
215	V - SB1 3 Substitues @75 per day avg 2 days per wk	\$16,200.00	\$0.00
216	V - SB2 4 Substitues @ 75 per day avg 2 days per wk	\$0.00	\$21,600.00
217	V - SB3		
218	V - SB4		
219	V - SB5		
220	Total Substitute Personnel:	\$16,200.00	\$21,600.00
	Facilities:		
221	Lease/Purchase Contract for One Full Year	\$14,400.00	\$14,400.00
	Facility Upgrades - List Upgrades Below		
222	Leased Modular Building (not needed 1st yr)	\$0.00	\$7,200.00
223	Hauling, Setup, Steps&Ramps for Mod Bldg	\$0.00	\$5,500.00
224	Handicap restroom provided by KRMS		
225			
226			
227			
228			
229	Property Insurance for One Full Year	\$4,000.00	\$4,500.00
230	Content Insurance for One Full Year	\$5,000.00	\$5,000.00
231	Total Facilities:	\$23,400.00	\$36,600.00

Debt Expenditures:

List Debts Below

2015-2016 Amount:2016-2017 Amount:

232			
233			
234			
	Total Debts:		

Other Expenditures:

List Other Expenditures Below

235	Stipends For Coaching/Clubs/Academies	\$6,000.00	\$6,000.00
236	Membershiop Fee for APSRC	\$2,500.00	\$2,500.00
237	Publish Annual Reports in Newspaper	\$6,000.00	\$6,000.00
238	Assessments(e.g. PARCC, MAP)	\$16,000.00	\$20,000.00
239	Legal Fees	\$5,000.00	\$5,000.00
240			
241	TOTAL EXPENDITURES:	\$1,232,536.00	\$1,492,273.00

Net Revenue over Expenditures:\$125,365.25\$229,166.75

Note: If any major area is zero, type explanation where items would be listed. Example: No funds budgeted for GT because of waiver.

OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL
FACILITIES UTILIZATION AGREEMENT

Lessor(Owner): Keep Redfield Middle School

Lessee(Tenant): Redfield Tri-County Charter School

Any information regarding affiliation, family ties, or other relationships between the Lessor (Owner) and Lessee (Tenant) must be disclosed with the facilities lease agreement.

Describe the present use of the facility:

This facility was used as a middle school until June 2013. It is currently serving as a community center for Redfield. It is being used for a GED class and a feeding program for children. A basketball camp was held in the gym at the facility in June 2014.

Address of Premises:

101 School Street, Redfield, AR 72132

Square Footage: 8000 sqft plus gym

Terms of Lease: 1 yr renewable lease, RTCCS pays utilities

Rental Amount: \$1200 per month

Contingency: The terms of this agreement are contingent upon

Redfield Tri-County Charter School

Sponsoring Entity

receiving a charter to operate an open-enrollment public charter school approved by the authorizer by August of 2015

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: Redfield Tri County Charter School

By: [Signature] Date 7-15-14

Lessor: Keep Redfield Middle School

By: [Signature] Date 7-19-14

**2014 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:

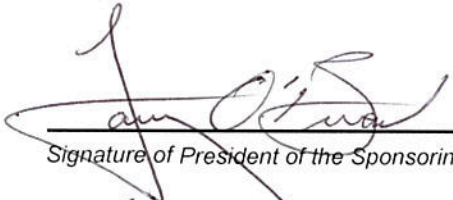
1. The information submitted in this application is true to the best of my knowledge and belief, and this application has been sent to the superintendent of all the districts from which we intend to draw students.
2. The open-enrollment public charter school shall be open to all students, on a space-available 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. 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.
4. 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.
5. 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.

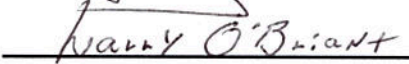
6. The open-enrollment public charter school shall not impose taxes or charge students tuition or fees that would not be allowable charges in the public school districts.
7. The open-enrollment public charter school shall not be religious in its operations or programmatic offerings.

8. 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.
9. 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.
10. 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.
11. 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.
12. 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
 - (g) Health and safety codes as established by the State Board of Education and local governmental entities.

13. 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.
14. Should the open-enrollment public charter school voluntarily or involuntarily close, the applicant confirms the understanding that any fees associated with the closing of the school including, but not limited to, removal of furniture, equipment, general expenses, etc., are the sole responsibility of the sponsoring entity. No indebtedness of any kind incurred or created by the open-enrollment public charter school shall constitute an indebtedness of the state or its political subdivisions, and no indebtedness of the open-enrollment public charter school shall involve or be secured by the faith, credit, or taxing power of the state or its political subdivisions. Upon dissolution of the open-enrollment public charter school or upon nonrenewal or revocation of the charter, all net assets of the open-enrollment public charter school, including any interest in real property, purchased with public funds shall be deemed the property of the state, unless otherwise specified in the charter of the open-enrollment public charter school. If the open-enrollment public charter school used state or federal funds to purchase or finance personal property, real property or fixtures for use by the open-enrollment public charter school, the authorizer may require that the property be sold. The state has a perfected priority security interest in the net proceeds from the sale or liquidation of the property to the extent of the public funds used in the purchase.



Signature of President of the Sponsoring Entity Board of Directors



Printed Name

7-15-14

Date

May 27, 2014

Arkansas Department of Education

Charter and Home Schools Office

Four Capitol Mall

Little Rock, AR 72201

To Whom It May Concern:

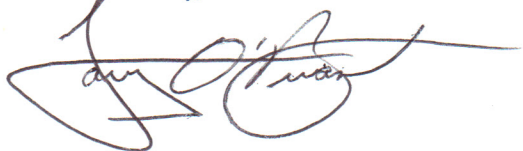
Redfield Tri-County Charter School (RTCCS) Board of Directors is a board of educators and citizens of Redfield and surrounding tri-county communities. RTCCS intends to submit an application for an open-enrollment charter school in the White Hall School District. The school will be located at 101 School Street, Redfield, AR and will be named Redfield Tri-County Charter School. RTCCS has been authorized by the Arkansas Secretary of State to transact business in the State of Arkansas as a Non-Profit Corporation and has received exemption under Section 501(c)(3) of the Internal Revenue Code.

The contact for RTCCS is Larry O'Briant, 712 Schoolwood Cove, Redfield, AR 72132. Phone: 501-766-0082. Email:

RTCCS anticipates serving grades K-8 with a maximum enrollment of 400 students in year one. RTCCS intends to add one grade a year for a maximum enrollment of grades K-12 of 600 students.

RTCCS will prepare students to continue their education or enter the work force after graduating high school. This preparation will be built on a solid foundation of common core curriculum combined with elements of Science, Technology, Engineering, and Mathematics (STEM) and College- and Career-Readiness. RTCCS students will also be taught character values and will be involved in community services projects.

Sincerely,

A handwritten signature in dark ink, appearing to read 'Larry O'Briant', with a long horizontal flourish extending to the right.

Larry O'Briant, President

Redfield Tri-County Charter School

Cc: Dr. Larry Smith – White Hall School District



Ann Rowan <redfieldtricitycharterschool@gmail.com>

Redfield Tri-County Charter School' Letter of Intent

2 messages

Ann Rowan <redfieldtricitycharterschool@gmail.com>

Thu, May 29, 2014 at 3:34 PM

To: ade.charterschools@arkansas.gov, lesmith@whitehallsd.org

Bcc: cen72406@centurytel.net

Attached is RTCCS's Letter of Intent. Please confirm receipt of document. Regards, Elizabeth Tuck-Rowan, Secretary



SignedLetterOfIntent05292014.pdf
1823K

ADE Charter Schools <ade.charterschools@arkansas.gov>

Thu, May 29, 2014 at 3:41 PM

To: Ann Rowan <redfieldtricitycharterschool@gmail.com>

Received. You will be receiving information about the Applicant Workshop in the next few days.

Thank you!

Sky Bledsoe

Charter Schools Program Advisor

Arkansas Department of Education

Division of Learning Services

Four Capitol Mall, Mail Slot #3

Little Rock, Arkansas 72201

E-mail: sky.bledsoe@arkansas.gov

Telephone: 501-682-2130

Fax: 501-371-3514

This message is intended only for the named recipient. If you are not the intended recipient, you are notified that disclosing, copying, distributing, or taking any action in reliance on the contents of this information is strictly prohibited.

From: Ann Rowan [mailto:redfieldtricitycharterschool@gmail.com]

Sent: Thursday, May 29, 2014 3:35 PM

To: ADE Charter Schools; Larry Smith

Subject: Redfield Tri-County Charter School' Letter of Intent

Attached is RTCCS's Letter of Intent. Please confirm receipt of document. Regards, Elizabeth Tuck-Rowan, Secretary



Ann Rowan <redfieldtricitycharterschool@gmail.com>

Public Hearing Information For Proposed Charter School In Redfield

1 message

Ann Rowan <redfieldtricitycharterschool@gmail.com>

Fri, Jun 27, 2014 at 1:26 PM

To: ade.charterschools@arkansas.gov, lesmith@whitehallsd.org, brendahaynes@sheridanschools.org, jguess@pcssd.org, backlin@dollarwayschools.org, hazelwd@wcmail.k12.ar.us

Redfield Tri-County Charter School (RTCCS) will have a public hearing on a proposed K-8th charter school to be located in Redfield, AR. The hearing will be on Thursday, 17 July 2014 at 7:00 PM at the Redfield Community Center located at 101 School Street, Redfield, AR 72132.

REDFIELD PLANNING AND ZONING COMMISSION

**City of Redfield
P.O. Box 81
Redfield, AR 72132**

MEMORANDUM

TO: Mayor Tony Lawhon
City of Redfield

FROM: Jim Ferguson, Chairman
City of Redfield Planning and Zoning Commission

DATE: July 10, 2014

SUBJECT: former Redfield Middle School

Please be advised that the former Redfield Middle School property located off Brodie Street, potential site for a new charter school, is correctly zoned. This property is located in Zone R2 which specifically addresses "Schools" as an acceptable and approved use within the zone.

If you have any questions or need any additional information, please contact me.

Name of Individual with Prior Charter Experience Sandra Smith-Jones

Position with Proposed Charter Consultant

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
Pine Bluff Lighthouse Charter School	Principal	Operating	West 2nd Street Pine Bluff, Arkansas 71601	www.lighthouse-academies.org

December 31, 2013

Subject: Contribution towards the establishment of Redfield Tri-County Charter School

Respected Ladies and Gentlemen:

I recently purchased property in Redfield, Arkansas and had the opportunity to meet with some of the community's leaders and board members of the proposed Redfield Tri-County Charter School. This is a group of citizens who have worked diligently to keep an achieving middle school thriving in their community.

This community believes that a child's education is most beneficial with parental involvement. With the establishment of Redfield Tri-County Charter School, parents and students from the tri-county area will be given a choice of not only where they attend school, but they will also have the opportunity to learn through a non-traditional educational environment.

Upon approval to operate as a charter school, I will donate \$85,000.00 and make arrangements for The University of Arkansas at Fayetteville to donate the books which will be needed for the student's media center to Redfield Tri-County Charter School.

I have pledged the same donation of \$85,000.00 for the second year of operation.

Additionally, I have contacted the Walton Family Foundation and confirmed that Redfield Tri-County Charter School will qualify to receive a start-up grant in the amount of \$250,000.00.

I will also assist with obtaining future donations and grant funding for the school.

Sincerely,



Ken Shollmier

2013 ESEA Information

Redfield Tri-County Charter School

Redfield, Arkansas

District: WHITE HALL SCHOOL DISTRICT **Superintendent: LARRY SMITH**
 School: WHITE HALL SCHOOL DISTRICT Principal:
 LEA: 3510000 Grades: K-12
 Address: 1020 W. HOLLAND AVE. Enrollment: 2993
 WHITE HALL, AR 71602 Attendance (3 QTR AVG): 95.85
 Phone: 870-247-2196 Poverty Rate: 41.63

OVERALL SCHOOL STATUS: **NEEDS IMPROVEMENT**

PERCENT TESTED

PERCENT TESTED STATUS: ACHIEVING						
	LITERACY			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	1616	1627	99.32	1823	1839	99.13
Targeted Achievement Gap Group	752	757	99.34	823	829	99.28
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	259	262	98.85	295	297	99.33
Hispanic	46	46	100.00	52	52	100.00
White	1235	1243	99.36	1377	1390	99.06
Economically Disadvantaged	701	706	99.29	774	780	99.23
English Language Learners	10	10	100.00	11	11	100.00
Students with Disabilities	142	142	100.00	136	137	99.27

STUDENT PERFORMANCE -- LITERACY

LITERACY STATUS:	ACHIEVING									
	STATUS PERFORMANCE -- LITERACY					GROWTH PERFORMANCE -- LITERACY				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	1316	1557	84.52	81.41	91.00	886	1057	83.82	84.68	93.00
Targeted Achievement Gap Group	546	711	76.79	71.59	91.00	383	485	78.97	78.93	93.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	3896	4726	82.44	81.41	91.00	2722	3226	84.38	84.68	93.00
Targeted Achievement Gap Group	1512	2057	73.51	71.59	91.00	1096	1392	78.74	78.93	93.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American	176	238	73.95	73.64		122	153	79.74	85.57	
Hispanic	34	44	77.27	73.86		27	30	90.00	82.76	
White	1041	1202	86.61	82.65		702	826	84.99	84.43	
Economically Disadvantaged	523	660	79.24	73.24		372	456	81.58	80.26	
English Language Learners	7	10	70.00	58.33					58.33	
Students with Disabilities	49	138	35.51	46.76		23	67	34.33	60.58	

STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS:		NEEDS IMPROVEMENT								
	STATUS PERFORMANCE -- MATHEMATICS					GROWTH PERFORMANCE -- MATHEMATICS				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	1440	1757	81.96	86.10	92.00	745	1057	70.48	78.19	81.00
Targeted Achievement Gap Group	574	775	74.06	77.65	92.00	294	485	60.62	71.03	81.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	4463	5376	83.02	86.10	92.00	2324	3228	72.00	78.19	81.00
Targeted Achievement Gap Group	1682	2271	74.06	77.65	92.00	866	1393	62.17	71.03	81.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American	179	260	68.85	75.47		84	153	54.90	69.82	
Hispanic	38	48	79.17	80.66		21	30	70.00	79.88	
White	1036	1236	83.82	87.85		605	826	73.24	79.05	
Economically Disadvantaged	550	726	75.76	78.95		284	456	62.28	72.02	
English Language Learners	7	11	63.64	76.19					83.33	
Students with Disabilities	53	131	40.46	60.65		19	67	28.36	54.96	

2012 SCHOOL GRADUATION RATE

GRADUATION RATE STATUS: NEEDS IMPROVEMENT					
	2012 SCHOOL GRADUATION RATE				
ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	90TH PCTL
All Students	201	237	84.81	84.42	94.00
Targeted Achievement Gap Group	65	88	73.86	74.88	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	90TH PCTL
All Students	600	723	82.99	84.42	94.00
Targeted Achievement Gap Group	178	239	74.48	74.88	94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	
African American	27	32	84.38	81.78	
Hispanic				83.33	
White	159	188	84.57	85.49	
Economically Disadvantaged	60	82	73.17	74.46	
English Language Learners					
Students with Disabilities				64.91	

2014-2015 Application Cycle

Charter Authorizing Panel Decision Letter

Rockbridge Montessori School

Little Rock, Arkansas



ARKANSAS DEPARTMENT OF EDUCATION

Tony Wood
Commissioner

November 20, 2014

State Board
of Education

Sam Ledbetter
Little Rock
Chair

Toyce Newton
Crossett
Vice Chair

Dr. Jay Barth
Little Rock

Joe Black
Newport

Kim Davis
Fayetteville

Alice Mahony
El Dorado

Mireya Reith
Fayetteville

Vicki Saviers
Little Rock

Diane Zook
Melbourne

Mr. Bill Simmons
Rockbridge Montessori School
809 Loyola
Little Rock, Arkansas 72211

RE: Notice of Charter Authorizing Panel Decision
Rockbridge Montessori School

Dear Mr. Simmons:

On November 19, 2014, the Charter Authorizing Panel met and approved the application for Rockbridge Montessori School. Ark. Code Ann. § 6-23-702(b)(2)(A) allows charter applicants and affected school districts to **request** that the State Board of Education review a final decision of the Charter Authorizing Panel. A request must state the specific reasons that the board should review the decision.

Ark. Code Ann. § 6-23-703(a) requires the State Board of Education to consider requests for review of Charter Authorizing Panel decisions at its next meeting after the decisions are made. Therefore, a review **request** must be submitted, via email, no later than **4:00 p.m. on Tuesday, November 25, 2014**, in order for the request to be included on the State Board of Education agenda for the meeting on December 11, 2014. 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 11, and, at that time, the board will determine whether or not to review the panel's decision. If the State Board decides to review the panel's decision, the review will take place at a later meeting.

Let me know if you have any questions. I can be reached by phone at (501) 682-4240 or by email at cindy.hogue@arkansas.gov.

Sincerely,

Cindy Hogue, Director
Office of Educational Options

C: Mr. Kelly Rodgers, Superintendent, North Little Rock School District
Dr. Jerry Guess, Superintendent, Pulaski County Special School District
Dr. Dexter Suggs, Superintendent, Little Rock School District
Jeff Collum, Superintendent, Benton School District
Tom Kimbrell, Bryant School District

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

Additional Materials Distributed at the Hearing

Rockbridge Montessori School

Little Rock, Arkansas

Rockbridge Montessori School Public Meeting



November 11, 2014

Sign In

St. John Church

2501 S. Main St, Little Rock,
AR 72206

Name

Email

Phone Number

- | | | |
|-----------------------|--|--|
| 1) Marilyn Finnigan | | |
| 2) Yvonne B Davenport | | |
| 3) Allen Simmons | | |
| 4) Morgan Giber | | |
| 5) Caleb Davis | | |
| 6) JACK FENDLEY | | |
| 7) Sherry Fendley | | |
| 8) Stephen Nuckols | | |
| 9) Sherry A Elmer | | |
| 10) Jim Oelund | | |
| 11) Rhonda Kay Barber | | |
| 12) Katherine Gentry | | |
| 13) Paul L. Barber | | |
| 14) Christy Evans | | |
| 15) Jennifer Merritt | | |
| 16) Traci Campbell | | |
| 17) Tom Campbell | | |

Rockbridge Montessori School Public Meeting



November 11, 2014

Sign In

St. John Church

2501 S. Main St, Little Rock,
AR 72206

Name	Email	Phone Number
1) Suzanne Wissel		
2) Gareth J. Hunkeler		
3) Melisa Gundersenberry		
4) Carolyn Slater		
5) Leroy Slater		
6)		
7)		
8)		
9)		
10)		
11)		
12)		
13)		
14)		
15)		
16)		
17)		

The town meeting was held on Tuesday, November 11th at St. John Missionary Baptist Church's fellowship hall. The meeting was held from 6:30pm-8:30pm. Free refreshments were served. Twenty two adults and five children attended the meeting.

A power point presentation was given on Montessori education. The presentation began with Rockbridge Montessori's mission statement. Then test data was shown from different public, urban Montessori schools in the United States. Montessori teacher training was discussed as well as a Montessori classroom. Finally, a child's schedule of school day in a Montessori environment was presented.

A question and answer time followed the power point presentation. There were questions on curriculum, teacher training, Common Core and its alignment to Montessori, and testing.

2014-2015 Application Cycle

Rockbridge Montessori School

Summary

Rockbridge Montessori School

Little Rock, Arkansas

Rockbridge Montessori School

Sponsoring Entity:	Rockbridge Montessori School
IRS Status:	Awarded 501(c)(3) non-profit status
Grade Levels:	K-8th
Student Enrollment Cap:	325
Address of Proposed Charter:	108 W. Roosevelt, Little Rock AR, 72206

Mission Statement

The mission of Rockbridge Montessori School is to serve and nurture a developing child's mind, emotions, and physical growth through the work of the Montessori Method which offers children a solid bridge to their future so they may discover their paths and find their unique contributions for the greater good of all humanity.

Rockbridge Montessori will be central Arkansas' one and only free and public Montessori school, offering Arkansas students, regardless of their economic status, a unique choice to experience an academically rigorous curriculum combined with practices of peaceful social development that result in joyful learning experiences for children.

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

Little Rock School District

62.68% free and reduced-price lunch (2013-2014)

Needs Improvement School District (ESEA 2013)-Literacy and Mathematics

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

- Arkansas Code Annotated §6-23-302 "The last publication date of the notice was no less than seven days prior to the public meeting." Rockbridge Montessori School published the last notice on July 10, 2014 and the public meeting was held on July 15, 2014, which did not meet the requirements outlined in §6-23-302. Additional documentation is attached showing the correction of the deficiency and the applicant may provide the results from the public hearing at the charter authorizing panel meeting.
- The statement "We know the remaining NSL funding that is not used for material maintenance will be saved for urgent expenses, and we do know that this amount will be much more than the 10 children funding we will spend on material maintenance." Note: NSL expenditures are restricted based on the Rules Governing the Distribution of Student Special Needs Funding and the Determination of Allowable Expenditures of Those Funds.

- The number of students used in the calculations of NSL funds does not reflect the actual number of students anticipated to be eligible for free and reduced lunch.

Documentation Provided in Support of the Charter

Letters of Support Included in Application

Kathy Smith	Senior Program Officer, Walton Family Foundation
(Name Redacted)	Student
(Name Redacted)	Student

Other Letters of Support (available for review)

Patricia Matthews,	Director of Children, Youth, and Family Ministry, Christ Episcopal Church
Sue Owens,	Executive Director, Economics Arkansas
Sheila Holicer,	Principal
Kenny & Cathy Dhane,	Parents
Sarah K. McClure,	Librarian and Manager, Hilary Rodham Clinton Children's Library and Learning Center
C. Dennis Edwards I,	Senior Pastor, St. John Missionary Baptist Church

Petitions (available for review)

63 Signatures

Public Hearing Materials

Rockbridge Montessori School

Little Rock, Arkansas

Rockbridge Montessori Charter School

Public Hearing Announcements

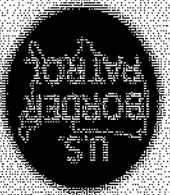
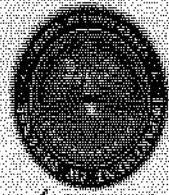
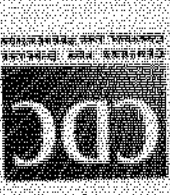
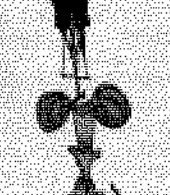


WHAT'S ALL she wrote, the fat lady has sung and Beam Me Up, and defiance, and even mutter about impeachments, when justices just do what they've sworn to do? Which is to interpret the law to the best of their ability. And conscience. For it is the law that allows us to live peacefully together in good order. Forever carrying on about a court's decision we may not agree with is not the best response to it. There have got to be better ways to achieve a noble end—like protecting the principle of free and fair elections in a system that depends on them, namely democracy itself. By all means, feel free to disagree with a court, even challenge it by passing another and better phrased law, but not to disobey it.



Interpreting the law, not making it. But to interpret is to remake, as every translator of a language well knows. Which is why some translations may rival or even surpass the original. (See the

That's all she wrote ... What to do and what not to do about voting

THE OBAMA ADMINISTRATION

 The BORDER IS UNDER CONTROL... AFTER THE ELECTION	 The BERRIDGAL THING IS UNDER CONTROL UNTIL AFTER THE ELECTION	 EBOLA IS UNDER CONTROL...	 WE HAVE EVERYTHING UNDER CONTROL...
 The BORDER IS UNDER CONTROL...	 The BERRIDGAL THING IS UNDER CONTROL UNTIL AFTER THE ELECTION	 EBOLA IS UNDER CONTROL...	 WE HAVE EVERYTHING UNDER CONTROL...

Arkansas Democrat Gazette

• TUESDAY, OCTOBER 21, 2014 • 3B

Continued from page 2: 4:45 p.m. Sept. 15, property value unknown, 1308 E. Twin Lakes Dr., residence, Brihany Gonzales, 3 p.m. Sept. 15, property valued at \$1,250, 7213 Stevenson Dr., residence, Shannel Water-Holmes, 7:36 a.m. Sept. 15, property valued at \$710.

NOTICE OF PUBLIC HEARING

Rockbridge
Municipal Government

announces its **TOWN MEETING** to inform the community of its plans to apply to the Arkansas Department of Education to open a new FREE and PUBLIC charter school in East Little Rock.

FREE Tuesday, Nov. 11, 2014 • 6:50-8:00 pm
at St. John's Baptist Church's Fellowship Hall
2501 S. Main Street in Little Rock

Come to us show you how different Montessori education is.
For more information, please visit: www.rockbridgejournal.org

Circus

FREE PASS

ADMIT ONE CHILD

Barton Coliseum

OCTOBER 24-26

FRI SAT SUN

7:00PM 11:00AM 2:00PM

7:00PM 7:00PM 7:00PM

READERS CHOICE AWARDS

Don't miss the **2014 Best of the Best** section

In this special section, you'll find readers' choice award winners in the categories Eating and Drinking, Entertainment, Health and Beauty, Kids and Family, Places, and Shopping and Services.

Arkansas Democrat Gazette

record has been an embarrassment to humanity. When his record was brought up as an issue after he announced his candidacy for the Senate, he accused his opposition of slinging mud. At least we know that Tom Cotton is honest. He acknowledged what his voting record looks like.

Cotton voted against the Farm Bill, which everyone knows is vital to Arkansas. Why? Because it still contained food stamp appropriations! Contrary to popular belief, more whites receive food stamps than blacks. Single mothers and children are the primary recipients. Proper nutrition is essential for the development of the mind and body. A well-nourished child is more likely to become a well-educated student and a productive adult. Since Cotton is Harvard-educated, we should not allow him to claim ignorance on any of this.

It would be admirable if Cotton were seeking ways to make food stamps less necessary. Does he support efforts to get Walmart, McDonalds, etc. to pay employees a living wage? Does he support the meager increase of the federal minimum wage to \$10.10 per hour? (Even though that's much better than \$7.25 an hour, ask yourself whether that's enough to pay your bills.) Does he support putting millions of unemployed workers back to work by creating well-paying jobs to improve America's crumbling infrastructure of roads, bridges, dams, parks and electrical grid? (The construction of Interstate 69 across South Arkansas is still unfunded!) No. It seems that he just doesn't care.

Cotton agrees with many Arkansians that the Affordable Care Act is to be repealed. It appears the only reason he supports the only one who can heal this mess is that, however, by the end of this year, millions of people will have policies they couldn't get. Also, in states like

Does Cotton want to replace the ACA with something better? Is he recommending universal health care: Medicare for everyone? Medicare is already fully operational, it works fine, and it's less expensive. (Many of those who voted for Barack Obama in 2008 have never forgiven him for not fighting for universal Medicare. Instead, President Obama immediately opted for the Republican plan proposed by the right-wing think tank Heritage Foundation.) No, Cotton has actually voted to raise the Medicare eligibility age to 70, privatize it, and turn it into a voucher system. That's a not-too-subtle method to destroy it altogether.

The Republican contribution to the ACA was the requirement mandate and the use of private (for-profit) insurance companies. It's doubtful Cotton and his Fox-Republican-Tea Party colleagues would really get rid of either of these. They both benefit the insurance companies. Remember, the Republicans asked Mr. Obama to delay the employer mandate for one more year; he agreed to their request; they've now filed suit against him for doing what they asked! So they obviously support the mandate. Don't you just love them?

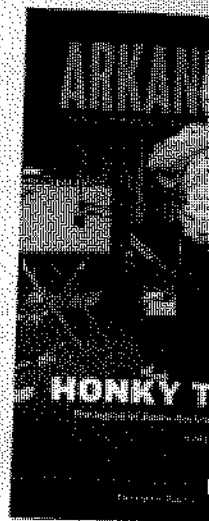
There are ACA provisions Cotton and company would likely get rid

of: 1. You can't be kicked off your policy if you get sick. 2. You can't be denied coverage because of a pre-existing condition; 3. Women can't be charged more than men. 4. If unable to get a job with health coverage, your son or daughter can stay on your policy until age 26. 5. The elderly can't be charged more than three times what is charged to younger policy holders. 6. The donut hole (the time when there is a gap before being covered again) in seniors' Medicare drug programs is being closed. 7. No more than 20 percent of your premiums can go to overhead, profits and CEO salaries.

One of the most shameful votes by Cotton was his opposition for relief aid to the victims of Hurricane Sandy. Here in Arkansas, we have our fair share of natural disasters: tornadoes, droughts and floods. When we need federal aid, we need to have a representative in Washington with the credibility to ask his colleagues for support. Tom Cotton doesn't qualify. I don't recall his ever claiming to be a "compassionate conservative," which seems to be an oxymoron anyway, but we need a representative who is capable of showing empathy to those in need.

Cotton insists he votes according to his principles. I respect anyone with principles that make sense. But his anarchistic principle of

while sacrifice can I find any principle. Cotton's record stands



From the web

In response to Doyle's Country Club

Really enjoyed to come out there night. I'm so ready see if this old bod

I enjoyed reading been a member of Country Club for now and even though gotten smaller, it away from home.

I was one of the there always dance pretty women at a maybe I was good to know, maybe I was looking guy. Wish back. Now I can have would not do it any it never changes and a 100 more years.

JOHN FRANK

Boy, did I ever expect judgment at JD's 30th ago.



a FREE Public CHARTER School announces its

TOWN MEETING

to introduce the opening of a new charter school in Little Rock

Tuesday, November 11th

6:30-8pm

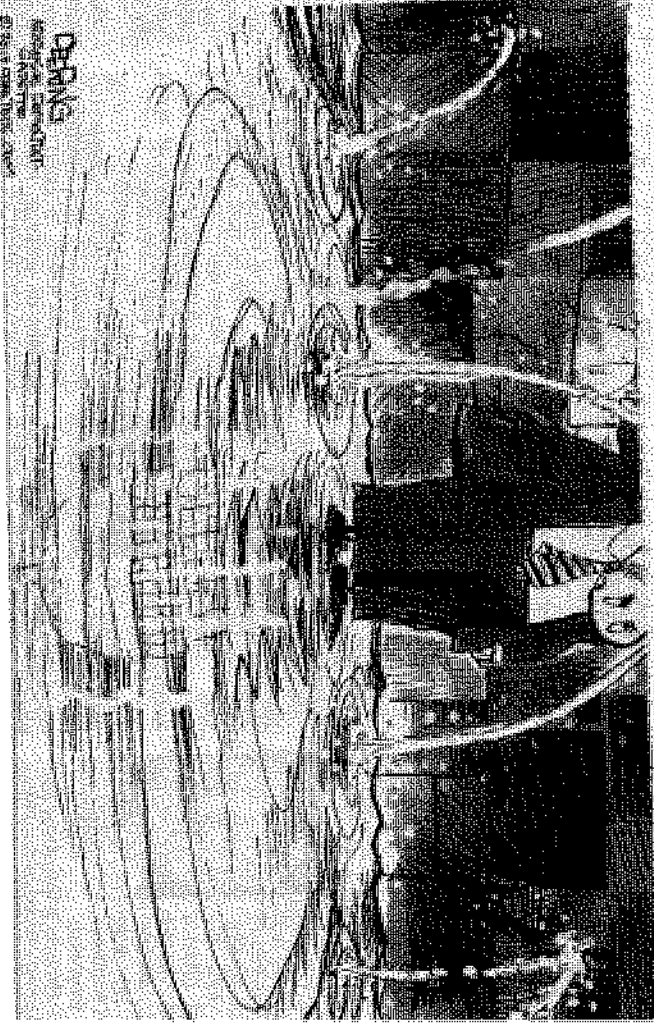
at St. John Baptist Church's Fellowship Hall

2501 S. Main • Little Rock

REFRESHMENTS WILL BE SERVED

Rockbridge Montessori School is currently applying to become a free and public open enrollment charter school. Montessori education is an established, hands-on curriculum that has over 4,500 schools in the United States and 20,000 schools internationally. Free and public Montessori education will be offered in central Arkansas only through Rockbridge Montessori School, scheduled to open its doors in Fall 2015.

DEFINING
THE
FUTURE
OF THE
STATE



UCA

Iran Auditorium
his exhibition, which
re located outside UCA's
lister Hall, features a
oot replica of the origi-
Vietnam Veterans Me-
ial in Washington. The
bition will end at 6 p.m.
ay.

he Conway Convention
Visitors Bureau is spon-
g the event, which is free
e public.

Many Arkansians may

10, 2016. Replaces Michael
Rebeck.

Jimmy Iblson, Fort
Smith, reappointed to the
Professional Ball Bondsman
Licensing Board. Appoint-
ment expires Sept. 30, 2020.

Todd Patten, Searcy, to
the Arkansas Board of Exam-

the Arkansas Commission.
Appointment expires Oct. 15,
2019.

William Watson, Fayette-
ville, to the Board of Visitors
of the Arkansas School for
Mathematics, Sciences and
the Arts. Appointment ex-
pires Jan. 14, 2017. Replaces
Leigh Merry.

Police beat

ARKANSAS DEMOCRAT-GAZETTE

Arkansas Democrat-Gazette

• TUESDAY, OCTOBER 28, 2014 • 3B

Will the NRA sue Furr?

You've stood by me in some
of the toughest battles ev-
er fought by the NRA" and
"America's gun owners owe
you a tremendous amount
of gratitude."

Furr said that "the truth is
Mayer Hays is a strong sup-
porter of the Second Amend-
ment and has made it clear he
will do nothing to jeopardize
the rights of Arkansians to
keep and bear arms."

Furr's statement led Fair-
fax, Va.-based NRA spokes-

Tom Cotton makes his case at length

WHAT'S THIS—a return to the
political commercials of the
1960s? Those old black-and-
white presentations on the small TV
screens of that era might run half an
hour or even longer, and feature the can-
didate looking point-blank at the camera
and actually addressing the voters as if
he had something to say, outlining his
views, unafraid to take the time to ex-
plore the issues and his stand on them.
As if he were a person, not a product.

How long ago that ancient era seems.
Today political commercials seem to
consist of every sham-bang, thought-
free buzzword that can be packed into
30 seconds. But here's a can-
didate—Tom Cotton—who

being, young law school graduate, he
served a clerkship with the U.S. Court
of Appeals for the Fifth Circuit, then vol-
unteered for the U.S. Army—and not for
the Judge Advocate General Corps, at
that, but for the Army Rangers. For
the grime, gutsy, boots-on-the-ground
infantry. And proceeded to serve not just
one but two combat tours with distinc-
tion, first in Iraq and then Afghanistan.

Yes, this candidate has already gone
far, but somehow not far at all from Yell
County up around Dardanelle—Mastic
Ross country, complete with its respect
for true grit. He's demonstrated an en-
durance and dedication befitting Ays
and Len Cotton's boy. This
long television commercial



TOWN MEETING

announces its TOWN MEETING
to inform the community of its plans to apply to the Arkansas Department of
Education to open a new FRHS and PK-12 charter school in East Leno Rock

FREE Tuesday, Nov. 11, 2014 • 6:30-8:00 pm
at St. John's Baptist Church's Fellowship Hall
2801 S. Main Street in Leno Rock

Come let us show you how different education is.
For more information, please visit www.rockbridgeacademy.org

2014 OFF THRU NOV 101



EW Scripps Co. television properties now isn't always for the welfare of the downtrodden as they would have you believe.

Our picks

On today's ballot



governor disgraced that office. Not only is Tim Griffin the congressman from the state's Second District at present—he serves on the House Armed Services Committee—but he's also a lieutenant colonel in the Reserves, and did a stint in Iraq. He's got a background as a prosecuting attorney, too. The man knows his politics, his law, and his duty.

Leslie Rutledge for attorney general. And you thought the race for U.S. Senate or the Second Congressional District in this state was nasty. How many arrows has Leslie Rutledge had to pluck out of her back so far? Even though she's spent much of her career serving the public as a prosecutor, attorney for the state's

hiring—and firing—arent likely to just make do with

FINALLY here. It's like Christmas morning for those of us who follow politics a little more than is good for our mind on the morning of December 9, opening all those presents and scattering wrapping paper, bows and yelps over the house. Where? Well, we're asking to sit on the couch with a cup of coffee in one hand and a long sigh of relief and breath on the other. And that all the work has been done, and finally, finally, the sound of silence. So whether you do it joyfully or just out of duty, go out there with a sense of duty for Governor

Tim Griffin for governor

Arkansas Democrat Gazette

31. The First Baptist Church, 1010 S. 1st St.	41. The First Baptist Church, 1010 S. 1st St.
32. The First Baptist Church, 1010 S. 1st St.	42. The First Baptist Church, 1010 S. 1st St.
33. The First Baptist Church, 1010 S. 1st St.	43. The First Baptist Church, 1010 S. 1st St.
34. The First Baptist Church, 1010 S. 1st St.	44. The First Baptist Church, 1010 S. 1st St.
35. The First Baptist Church, 1010 S. 1st St.	45. The First Baptist Church, 1010 S. 1st St.
36. The First Baptist Church, 1010 S. 1st St.	46. The First Baptist Church, 1010 S. 1st St.
37. The First Baptist Church, 1010 S. 1st St.	47. The First Baptist Church, 1010 S. 1st St.
38. The First Baptist Church, 1010 S. 1st St.	48. The First Baptist Church, 1010 S. 1st St.
39. The First Baptist Church, 1010 S. 1st St.	49. The First Baptist Church, 1010 S. 1st St.
40. The First Baptist Church, 1010 S. 1st St.	50. The First Baptist Church, 1010 S. 1st St.

Union

and the agency's Section written agreement to that ef-

He received a citation at the Pulaski County jail and was released and given a Dec. 9 court date.

LA man arrested in home robbery

Police arrested a Little Rock man Friday who was suspected to be one of three people who robbed a home at gunpoint, according to police reports.

Seanan Hammond, 20,

NOTICE OF PUBLIC HEARING



TOWN MEETING
The town of Rockledge is holding a public hearing on the proposed new town hall. The hearing will be held on Tuesday, November 4, 2014, at 7:00 PM. The hearing will be held at the town hall, located at 101 S. Main Street in Little Rock. For more information, please visit www.rockledgetown.org.

• TUESDAY, NOVEMBER 4, 2014 •



October 22, 2014

Jeff Collum, Superintendent
Benton School District
P.O. Box 939
Benton, AR 72018
Sent via email: jcollum@bentonschools.org

Mr. Collum,

Rockbridge Montessori School recently has filed a letter of intent with the Arkansas Department of Education Charter School Office.

The contact for Rockbridge Montessori School is:

Bill Simmons
President of School Board
Rockbridge Montessori School
108 West Roosevelt Street
Little Rock, AR 72206
501-554-9625
bill.simmons@rockbridgemonessori.org

The proposed school will be based in Little Rock with the name Rockbridge Montessori School. The school will initially serve grades K-05 with approximately 150 students in year one.

Notice of Public Hearing:
St John Baptist Church
Fellowship Hall
2501 S. Main Street
Little Rock, AR 72206
November 11, 2014
6:30 pm – 8 pm

Please contact me if you have any questions.
Thank you.

Bill Simmons
President

Enclosed: LOI to ADE



October 22, 2014

Dr. Tom Kimbrell, Superintendent
Bryant School District
200 Northwest Fourth Street
Bryant, AR 72022
Sent via email: tkimbrell@bryantschools.org

Dr. Kimbrell,

Rockbridge Montessori School recently has filed a letter of intent with the Arkansas Department of Education Charter School Office.

The contact for Rockbridge Montessori School is:

Bill Simmons
President of School Board
Rockbridge Montessori School
108 West Roosevelt Street
Little Rock, AR 72206
501-554-9625
bill.simmons@rockbridgemonessori.org

The proposed school will be based in Little Rock with the name Rockbridge Montessori School. The school will initially serve grades K-05 with approximately 150 students in year one.

Notice of Public Hearing:
St John Baptist Church
Fellowship Hall
2501 S. Main Street
Little Rock, AR 72206
November 11, 2014
6:30 pm – 8 pm

Please contact me if you have any questions.
Thank you.

Bill Simmons
President

Enclosed: LOI to ADE



October 22, 2014

Dr. Dexter Suggs, Superintendent
Little Rock School District
810 West Markham Street
Little Rock, AR 72201
Sent via email: dexter.suggs@lrsl.org

Dr. Suggs,

Rockbridge Montessori School recently has filed a letter of intent with the Arkansas Department of Education Charter School Office.

The contact for Rockbridge Montessori School is:

Bill Simmons
President of School Board
Rockbridge Montessori School
108 West Roosevelt Street
Little Rock, AR 72206
501-554-9625
bill.simmons@rockbridgemonessori.org

The proposed school will be based in Little Rock with the name Rockbridge Montessori School. The school will initially serve grades K-05 with approximately 150 students in year one.

Notice of Public Hearing:
St John Baptist Church
Fellowship Hall
2501 S. Main Street
Little Rock, AR 72206
November 11, 2014
6:30 pm – 8 pm

Please contact me if you have any questions.
Thank you.

Bill Simmons
President

Enclosed: LOI to ADE



October 22, 2014

Kelly Rodgers, Superintendent
North Little Rock School District
2700 Poplar Street
North Little Rock, AR 72114
Sent via email: rodgerske@nlrsd.org

Mr. Rodgers,

Rockbridge Montessori School recently has filed a letter of intent with the Arkansas Department of Education Charter School Office.

The contact for Rockbridge Montessori School is:

Bill Simmons
President of School Board
Rockbridge Montessori School
108 West Roosevelt Street
Little Rock, AR 72206
501-554-9625
bill.simmons@rockbridgemonessori.org

The proposed school will be based in Little Rock with the name Rockbridge Montessori School. The school will initially serve grades K-05 with approximately 150 students in year one.

Notice of Public Hearing:
St John Baptist Church
Fellowship Hall
2501 S. Main Street
Little Rock, AR 72206
November 11, 2014
6:30 pm – 8 pm

Please contact me if you have any questions.
Thank you.

Bill Simmons
President

Enclosed: LOI to ADE



October 22, 2014

Jerry Guess, Superintendent
Pulaski County Special School District
925 E Dixon Road
Little Rock, AR 72206
Sent via email: jguess@pcssd.org

Mr. Guess,

Rockbridge Montessori School recently has filed a letter of intent with the Arkansas Department of Education Charter School Office.

The contact for Rockbridge Montessori School is:

Bill Simmons
President of School Board
Rockbridge Montessori School
108 West Roosevelt Street
Little Rock, AR 72206
501-554-9625
bill.simmons@rockbridgemonessori.org

The proposed school will be based in Little Rock with the name Rockbridge Montessori School. The school will initially serve grades K-05 with approximately 150 students in year one.

Notice of Public Hearing:
St John Baptist Church
Fellowship Hall
2501 S. Main Street
Little Rock, AR 72206
November 11, 2014
6:30 pm – 8 pm

Please contact me if you have any questions.
Thank you.

Bill Simmons
President

Enclosed: LOI to ADE

Additional Materials Submitted by the Applicant

Rockbridge Montessori School

Little Rock, Arkansas

Rockbridge Montessori Charter School

Budget

2015-2016
Public Charter School Application
Personnel Salary Schedule

Administrative Positions:					
Line#	List Positions	2015-2016 No. FTEs	2015-2016 Salary	2016-2017 No. FTEs	2016-2017 Salary
1	School Director	1	\$92,000.00	1	\$92,000.00
2	Director of Curriculum	0.2	\$65,000.00	0.2	\$65,000.00
3	Office Administrator	0.25	\$40,000.00	0.25	\$40,000.00
4					
5					
6					
7	Subtotal:		\$115,000.00		\$115,000.00
8	Fringe Benefits (rate used 31%)		\$35,650.00		\$35,650.00
9	Total Administration:		\$150,650.00		\$150,650.00

Regular Classroom Instruction:		2015-2016 No. FTEs		2016-2017 No. FTEs	
10	Teachers	4	\$40,000.00	5	\$40,000.00
11	Aides	4	\$25,000.00	5	\$25,000.00
12	Subtotal:		\$260,000.00		\$325,000.00
13	Teacher Fringe Benefits (rate used 31%)		\$49,600.00		\$62,000.00
14	Aide Fringe Benefits (rate used 31%)		\$31,000.00		\$38,750.00
15	Total Regular Classroom Instruction:		\$340,600.00		\$425,750.00

Special Education:		2015-2016 No. FTEs	2016-2017 No. FTEs
16	Teachers	1	1
17	Aides		
18	Subtotal:	\$40,000.00	\$40,000.00
19	Teacher Fringe Benefits (rate used 31%)	\$12,400.00	\$12,400.00
20	Aide Fringe Benefits (rate used)		
21	Total Special Education:	\$52,400.00	\$52,400.00

Gifted and Talented Program:		2015-2016	2016-2017
		No. FTEs	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:**

		2015-2016 No. FTEs	2015-2016 Salary	2016-2017 No. FTEs	2016-2017 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	2015-2016 No. FTEs	2016-2017 No. FTEs
34			
35			
36			
37			
38			
39	Subtotal:		
40	Fringe Benefits (rate used _____)		
41	Total English Language Learner Program:		

Guidance Services:

	List Positions	2015-2016 No. FTEs	2016-2017 No. FTEs
42			
43			
44			
45			
46			
47	Subtotal:		
48	Fringe Benefits (rate used _____)		
49	Total Guidance Services:		

Health Services:

	List Positions	2015-2016 No. FTEs	2016-2017 No. FTEs
50			
51			
52			
53			
54			
55	Subtotal:		
56	Fringe Benefits (rate used _____)		
57	Total Health Services:		

Media Services:

List Positions

2015-2016
No. FTEs2015-2016
Salary2016-2017
No. FTEs2016-2017
Salary

58

59

60

61

62

63

Subtotal:

64

Fringe Benefits (rate used _____)

65

Total Media Services:**Fiscal Services:**

List Positions

2015-2016
No. FTEs2016-2017
No. FTEs

66

67

68

69

70

71

Subtotal:

72

Fringe Benefits (rate used _____)

73

Total Fiscal Services:**Maintenance and Operation:**

List Positions

2015-2016
No. FTEs2016-2017
No. FTEs

74

75

76

77

78

79

Subtotal:

80

Fringe Benefits (rate used _____)

81

Total Maintenance and Operation:**Pupil Transportation:**

List Positions

2015-2016
No. FTEs2016-2017
No. FTEs

82

83

84

85

86

87

Subtotal:

88

Fringe Benefits (rate used _____)

89

Total Pupil Transportation:

Food Services:

List Positions

2015-2016
No. FTEs2015-2016
Salary2016-2017
No. FTEs2016-2017
Salary

90				
91				
92				
93				
94				
95	Subtotal:			
96	Fringe Benefits (rate used _____)			
97	Total Food Services:			

Data Processing:

List Positions

2015-2016
No. FTEs2016-2017
No. FTEs

98				
99				
100				
101				
102				
103	Subtotal:			
104	Fringe Benefits (rate used _____)			
105	Total Data Processing:			

Substitute Personnel:2015-2016
No. FTEs2016-2017
No. FTEs

106	Number of Certified Substitutes _____	75	\$75.00	75	\$75.00
107	Number of Classified Substitutes _____				
108	Subtotal:		\$5,625.00		\$5,625.00
109	Certified Fringe Benefits (rate used 23%)		\$1,274.06		\$1,274.06
110	Classified Fringe Benefits (rate used _____)				
111	Total Substitute Personnel:		\$6,899.06		\$6,899.06
112	TOTAL EXPENDITURES FOR SALARIES:		\$550,549.06		\$635,699.06

**Public Charter School Application
Estimated Budget Template**

REVENUES

State Public Charter School Aid:

Line#		2015-2016	2015-2016 Amount:	2016-2017 Amount:
1	No. of Students 120 x \$6,521.00 State Foundation Funding		\$782,520.00	
2	No. of Students 120 x \$26.67 Professional Development		\$3,200.40	
3	No. of Students 84 x \$1,033.00 eligible rate* NSL Funding		\$86,772.00	
4	No. of Students x Other: Explain Below			
5				
6	2016-2017			
7	No. of Students 150 x \$6,521.00 State Foundation Funding			\$978,150.00
8	No. of Students 150 x \$26.67 Professional Development			\$4,000.50
9	No. of Students 105 x \$1,033.00 eligible rate* NSL Funding			\$108,465.00
10	No. of Students x Other: Explain Below			
11	Total State Charter School Aid:		\$872,492.40	\$1,090,615.50
	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	Walton Family Grant		\$220,000.00	
16	Total Other Sources of Revenues:		\$220,000.00	
17	TOTAL REVENUES:		\$1,092,492.40	\$1,090,615.50

EXPENDITURES

Administration:

		2015-2016 Amount:	2016-2017 Amount:
18	Salaries and Benefits	\$150,650.00	\$150,650.00
	Purchased Services - List Vendors Below		
19	V - AD 1		
20	V - AD 2		
21	V - AD 3		
22	V - AD 4		
23	V - AD 5		
24	Supplies and Materials	\$2,000.00	\$2,000.00
25	Equipment	\$4,000.00	
	Other (List Below)		
26			
27			
28			
29			
30			
31	Total Administration:	\$156,650.00	\$152,650.00

		2015-2016 Amount:	2016-2017 Amount:
	Regular Classroom Instruction:		
32	Salaries and Benefits	\$340,600.00	\$425,750.00
	Purchased Services - List Vendors Below		
33	V - CI 1 Professional Development - Various	\$3,200.00	\$4,000.00
34	V - CI 2		
35	V - CI 3		
36	V - CI 4		
37	V - CI 5		
38	Supplies and Materials	\$100,000.00	\$3,000.00
39	Equipment		
	Other (List Below)		
40			
41			
42			
43			
44			
45	Total Regular Classroom Instruction:	\$443,800.00	\$432,750.00
	Special Education:		
46	Salaries and Benefits	\$52,400.00	\$52,400.00
	Purchased Services - List Vendors Below		
47	V - SE 1		
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:	\$52,400.00	\$52,400.00
	Gifted and Talented Program:		
60	Salaries and Benefits		
	Purchased Services - List Vendors Below		
61	V - GT1 WAIVER REQUESTED		
62	V - GT2		
63	V - GT3		
64	V - GT4		
65	V - GT5		
66	Supplies and Materials		
67	Equipment		
	Other (List Below)		
68			
69			
70			
71			
72			
73	Total Gifted and Talented Program:		

Alternative Education Program/ Alternative Learning Environments:2015-2016 Amount:2016-2017 Amount:

74	Salaries and Benefits		
	Purchased Services - List Vendors Below		
75	V - ALE1 WAIVER REQUESTED		
76	V - ALE2		
77	V - ALE3		
78	V - ALE4		
79	V - ALE5		
80	Supplies and Materials		
81	Equipment		
	Other (List Below)		
82			
83			
84			
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 WAIVER REQUESTED		
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:		

Guidance Services:

102	Salaries and Benefits		
	Purchased Services - List Vendors Below		
103	V - GS1 WAIVER REQUESTED		
104	V - GS2		
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:		

	Health Services:	<u>2015-2016 Amount:</u>	<u>2016-2017 Amount:</u>
116	Salaries and Benefits		
	Purchased Services - List Vendors Below		
117	V - HS1 Health Screening	\$5,000.00	\$5,000.00
118	V - HS2		
119	V - HS3		
120	V - HS4		
121	V - HS5		
122	Supplies and Materials		
123	Equipment		
	Other (List Below)		
124			
125			
126			
127			
128			
129	Total Health Services:	<u>\$5,000.00</u>	<u>\$5,000.00</u>
	Media Services:		
130	Salaries and Benefits		
	Purchased Services - List Vendors Below		
131	V - MS1 WAIVER REQUESTED		
132	V - MS2		
133	V - MS3		
134	V - MS4		
135	V - MS5		
136	Supplies and Materials		
137	Equipment		
	Other (List Below)		
138			
139			
140			
141			
142			
143	Total Media Services:		
	Fiscal Services:		
144	Salaries and Benefits		
	Purchased Services - List Vendors Below		
145	V - FS1 Complete Consulting	\$40,000.00	\$40,000.00
146	V - FS2		
147	V - FS3		
148	V - FS4		
149	V - FS5		
150	Supplies and Materials		
151	Equipment		
	Other (List Below)		
152			
153			
154			
155			
156			
157	Total Fiscal Services:	<u>\$40,000.00</u>	<u>\$40,000.00</u>

	Maintenance and Operation:	2015-2016 Amount:	2016-2017 Amount:
158	Salaries and Benefits		
	Purchased Services - List Vendors Below		
	INCLUDE UTILITIES		
159	V - M01 Janitorial	\$20,000.00	\$20,000.00
160	V - M02 Repair & Maintenance	\$18,000.00	\$18,000.00
161	V - M03 Utilities	\$44,000.00	\$44,000.00
162	V - M04		
163	V - M05		
164	Supplies and Materials	\$4,000.00	\$4,000.00
165	Equipment		
	Other (List Below)		
166			
167			
168			
169			
170			
171	Total Maintenance and Operation:	\$86,000.00	\$86,000.00
	Pupil Transportation:		
172	Salaries and Benefits		
	Purchased Services - List Vendors Below		
173	V - PT1 Transportation	\$10,000.00	\$10,000.00
174	V - PT2		
175	V - PT3		
176	V - PT4		
177	V - PT5		
178	Supplies and Materials		
179	Equipment		
	Other (List Below)		
180			
181			
182			
183			
184			
185	Total Pupil Transportation:	\$10,000.00	\$10,000.00
	Food Services:		
186	Salaries and Benefits		
	Purchased Services - List Vendors Below		
187	V - FD1 Child Nutrition Program	\$40,000.00	\$50,000.00
188	V - FD2		
189	V - FD3		
190	V - FD4		
191	V - FD5		
192	Supplies and Materials		
193	Equipment		
	Other (List Below)		
194			
195			
196			
197			
198			
199	Total Food Services:	\$40,000.00	\$50,000.00

	Data Processing:	<u>2015-2016 Amount:</u>	<u>2016-2017 Amount:</u>
200	Salaries and Benefits		
	Purchased Services - List Vendors Below		
201	V - DP1 Data Services, Internet	\$5,000.00	\$5,000.00
202	V - DP2		
203	V - DP3		
204	V - DP4		
205	V - DP5		
206	Supplies and Materials		
207	Equipment	\$2,000.00	
	Other (List Below)		
208			
209			
210			
211			
212			
213	Total Data Processing:	<u>\$7,000.00</u>	<u>\$5,000.00</u>
	Substitute Personnel:		
214	Salaries and Benefits	\$6,899.06	\$6,899.06
	Purchased Services - List Vendors Below		
215	V - SB1		
216	V - SB2		
217	V - SB3		
218	V - SB4		
219	V - SB5		
220	Total Substitute Personnel:	<u>\$6,899.06</u>	<u>\$6,899.06</u>
	Facilities:		
221	Lease/Purchase Contract for One Full Year	\$158,400.00	\$158,400.00
	Facility Upgrades - List Upgrades Below		
222	Furniture & Equipment	\$2,000.00	\$2,000.00
223			
224			
225			
226			
227			
228			
229	Property Insurance for One Full Year	\$5,000.00	\$5,000.00
230	Content Insurance for One Full Year		
231	Total Facilities:	<u>\$165,400.00</u>	<u>\$165,400.00</u>

Debt Expenditures:

List Debts Below

2015-2016 Amount:2016-2017 Amount:

232

233

234

Total Debts:**Other Expenditures:**

List Other Expenditures Below

235

Security

\$20,000.00

\$20,000.00

236

Insurance

\$10,000.00

\$10,000.00

237

238

239

240

241

TOTAL EXPENDITURES:\$1,043,149.06\$1,036,099.06

242

Net Revenue over Expenditures:\$49,343.34\$54,516.44

Note: If any major area is zero, type explanation where items would be listed. Example: No funds budgeted for GT because of waiver.

Signatures showing support for Rockbridge Montessori School

Your Name or Organization	I live in...	Contact Information: Email or Phone Number	I know of a family that might be interested in enrolling in this school.
S. Kevin Haynie	<input type="checkbox"/> Little Rock <input checked="" type="checkbox"/> North Little Rock <input type="checkbox"/> Maumelle <input type="checkbox"/> Conway <input type="checkbox"/> Bryant <input type="checkbox"/> Benton <input type="checkbox"/>		<input type="checkbox"/> YES - the family is my own that I live with. <input type="checkbox"/> YES- the family is one that I am related to (ex: cousins, nieces) <input checked="" type="checkbox"/> YES- the family is a neighbor or friend. <input type="checkbox"/> No- not at this time.
Mike Parfitt	<input type="checkbox"/> Little Rock <input checked="" type="checkbox"/> North Little Rock <input type="checkbox"/> Maumelle <input type="checkbox"/> Conway <input type="checkbox"/> Bryant <input type="checkbox"/> Benton <input type="checkbox"/>		<input type="checkbox"/> YES - the family is my own that I live with. <input type="checkbox"/> YES- the family is one that I am related to (ex: cousins, nieces) <input checked="" type="checkbox"/> YES- the family is a neighbor or friend. <input type="checkbox"/> No- not at this time.
Barbara Sartz	<input type="checkbox"/> Little Rock <input type="checkbox"/> North Little Rock <input type="checkbox"/> Maumelle <input type="checkbox"/> Conway <input type="checkbox"/> Bryant <input checked="" type="checkbox"/> Benton <input type="checkbox"/>		<input type="checkbox"/> YES - the family is my own that I live with. <input type="checkbox"/> YES- the family is one that I am related to (ex: cousins, nieces) <input checked="" type="checkbox"/> YES- the family is a neighbor or friend. <input type="checkbox"/> No- not at this time.
Nancy Pierce	<input type="checkbox"/> Little Rock <input checked="" type="checkbox"/> North Little Rock <input type="checkbox"/> Maumelle <input type="checkbox"/> Conway <input type="checkbox"/> Bryant <input type="checkbox"/> Benton <input type="checkbox"/>		<input type="checkbox"/> YES - the family is my own that I live with. <input type="checkbox"/> YES- the family is one that I am related to (ex: cousins, nieces) <input checked="" type="checkbox"/> YES- the family is a neighbor or friend. <input type="checkbox"/> No- not at this time.
Cashly Oswald	<input checked="" type="checkbox"/> Little Rock <input type="checkbox"/> North Little Rock <input type="checkbox"/> Maumelle <input type="checkbox"/> Conway <input type="checkbox"/> Bryant <input type="checkbox"/> Benton <input type="checkbox"/>		<input type="checkbox"/> YES - the family is my own that I live with. <input type="checkbox"/> YES- the family is one that I am related to (ex: cousins, nieces) <input checked="" type="checkbox"/> YES- the family is a neighbor or friend. <input type="checkbox"/> No- not at this time.
Linda Buckner	<input type="checkbox"/> Little Rock <input type="checkbox"/> North Little Rock <input type="checkbox"/> Maumelle <input type="checkbox"/> Conway <input type="checkbox"/> Bryant <input type="checkbox"/> Benton <input checked="" type="checkbox"/> Jacksonville		<input type="checkbox"/> YES - the family is my own that I live with. <input checked="" type="checkbox"/> YES- the family is one that I am related to (ex: cousins, nieces) <input type="checkbox"/> YES- the family is a neighbor or friend. <input type="checkbox"/> No- not at this time.
Lenny Cole	<input type="checkbox"/> Little Rock <input type="checkbox"/> North Little Rock <input type="checkbox"/> Maumelle <input type="checkbox"/> Conway <input type="checkbox"/> Bryant <input type="checkbox"/> Benton <input checked="" type="checkbox"/> Jacksonville		<input type="checkbox"/> YES - the family is my own that I live with. <input type="checkbox"/> YES- the family is one that I am related to (ex: cousins, nieces) <input checked="" type="checkbox"/> YES- the family is a neighbor or friend. <input type="checkbox"/> No- not at this time.

Signatures showing support for Rockbridge Montessori School

Your Name or Organization	I live in...	Contact Information: Email or Phone Number	I know of a family that might be interested in enrolling in this school.
<i>Josh Jewell</i>	<input type="checkbox"/> Little Rock <input checked="" type="checkbox"/> North Little Rock <input type="checkbox"/> Maumelle <input type="checkbox"/> Conway <input type="checkbox"/> Bryant <input type="checkbox"/> Benton		<input type="checkbox"/> YES – the family is my own that I live with. <input type="checkbox"/> YES- the family is one that I am related to (ex: cousins, nieces) <input checked="" type="checkbox"/> YES- the family is a neighbor or friend. <input type="checkbox"/> No- not at this time.
<i>Shirley A. Egan</i>	<input type="checkbox"/> Little Rock <input checked="" type="checkbox"/> North Little Rock <input type="checkbox"/> Maumelle <input type="checkbox"/> Conway <input type="checkbox"/> Bryant <input type="checkbox"/> Benton		<input type="checkbox"/> YES – the family is my own that I live with. <input type="checkbox"/> YES- the family is one that I am related to (ex: cousins, nieces) <input checked="" type="checkbox"/> YES- the family is a neighbor or friend. <input type="checkbox"/> No- not at this time.
<i>Patricia Palmer</i>	<input type="checkbox"/> Little Rock <input type="checkbox"/> North Little Rock <input type="checkbox"/> Maumelle <input type="checkbox"/> Conway <input type="checkbox"/> Bryant <input checked="" type="checkbox"/> Benton		<input type="checkbox"/> YES – the family is my own that I live with. <input type="checkbox"/> YES- the family is one that I am related to (ex: cousins, nieces) <input checked="" type="checkbox"/> YES- the family is a neighbor or friend. <input type="checkbox"/> No- not at this time.
<i>Don Williams</i>	<input checked="" type="checkbox"/> Little Rock <input type="checkbox"/> North Little Rock <input type="checkbox"/> Maumelle <input type="checkbox"/> Conway <input type="checkbox"/> Bryant <input type="checkbox"/> Benton		<input type="checkbox"/> YES – the family is my own that I live with. <input type="checkbox"/> YES- the family is one that I am related to (ex: cousins, nieces) <input checked="" type="checkbox"/> YES- the family is a neighbor or friend. <input type="checkbox"/> No- not at this time.
<i>Andrew</i>	<input checked="" type="checkbox"/> Little Rock <input type="checkbox"/> North Little Rock <input type="checkbox"/> Maumelle <input type="checkbox"/> Conway <input type="checkbox"/> Bryant <input type="checkbox"/> Benton		<input type="checkbox"/> YES – the family is my own that I live with. <input type="checkbox"/> YES- the family is one that I am related to (ex: cousins, nieces) <input type="checkbox"/> YES- the family is a neighbor or friend. <input checked="" type="checkbox"/> No- not at this time.
<i>Maguire McLean</i>	<input type="checkbox"/> Little Rock <input type="checkbox"/> North Little Rock <input type="checkbox"/> Maumelle <input type="checkbox"/> Conway <input checked="" type="checkbox"/> Bryant <input type="checkbox"/> Benton		<input type="checkbox"/> YES – the family is my own that I live with. <input type="checkbox"/> YES- the family is one that I am related to (ex: cousins, nieces) <input type="checkbox"/> YES- the family is a neighbor or friend. <input checked="" type="checkbox"/> No- not at this time.
<i>Robert Campbell</i>	<input checked="" type="checkbox"/> Little Rock <input type="checkbox"/> North Little Rock <input type="checkbox"/> Maumelle <input type="checkbox"/> Conway <input type="checkbox"/> Bryant <input type="checkbox"/> Benton	501 744-7722	<input type="checkbox"/> YES – the family is my own that I live with. <input type="checkbox"/> YES- the family is one that I am related to (ex: cousins, nieces) <input checked="" type="checkbox"/> YES- the family is a neighbor or friend. <input type="checkbox"/> No- not at this time.

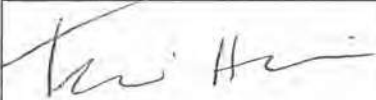
To Arkansas Department of Education:

As an interpreter to some of the very poorest people in our community, I see the need for a public Montessori option on a daily basis. A Montessori education for all children is the precise answer to our need to stem the flood of crime in our society. Maria Montessori was a visionary who made a system that works to educate the heart and the mind of children. In a Montessori classroom, children would learn the tools for personal self-control so necessary for learning both academically and socially. Please give this opportunity to our children, here in Little Rock, Arkansas.

Sincerely,

Laura F. Woford,
Woford@gmail.com
501.658.9288

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	<input checked="" type="checkbox"/> Little Rock <input type="checkbox"/> North Little Rock <input type="checkbox"/> Maumelle <input type="checkbox"/> Conway <input type="checkbox"/> Bryant <input type="checkbox"/> Benton <input type="checkbox"/> _____		<input type="checkbox"/> YES – the family is my own that I live with. <input type="checkbox"/> YES- the family is one that I am related to (ex: cousins, nieces) <input type="checkbox"/> YES- the family is a neighbor or friend. <input checked="" type="checkbox"/> No- not at this time.
	<input type="checkbox"/> Little Rock <input type="checkbox"/> North Little Rock <input type="checkbox"/> Maumelle <input type="checkbox"/> Conway <input type="checkbox"/> Bryant <input type="checkbox"/> Benton <input type="checkbox"/> _____		<input type="checkbox"/> YES – the family is my own that I live with. <input type="checkbox"/> YES- the family is one that I am related to (ex: cousins, nieces) <input type="checkbox"/> YES- the family is a neighbor or friend. <input type="checkbox"/> No- not at this time.
	<input type="checkbox"/> Little Rock <input type="checkbox"/> North Little Rock <input type="checkbox"/> Maumelle <input type="checkbox"/> Conway <input type="checkbox"/> Bryant <input type="checkbox"/> Benton <input type="checkbox"/> _____		<input type="checkbox"/> YES – the family is my own that I live with. <input type="checkbox"/> YES- the family is one that I am related to (ex: cousins, nieces) <input type="checkbox"/> YES- the family is a neighbor or friend. <input type="checkbox"/> No- not at this time.
	<input type="checkbox"/> Little Rock <input type="checkbox"/> North Little Rock <input type="checkbox"/> Maumelle <input type="checkbox"/> Conway <input type="checkbox"/> Bryant <input type="checkbox"/> Benton <input type="checkbox"/> _____		<input type="checkbox"/> YES – the family is my own that I live with. <input type="checkbox"/> YES- the family is one that I am related to (ex: cousins, nieces) <input type="checkbox"/> YES- the family is a neighbor or friend. <input type="checkbox"/> No- not at this time.
	<input type="checkbox"/> Little Rock <input type="checkbox"/> North Little Rock <input type="checkbox"/> Maumelle <input type="checkbox"/> Conway <input type="checkbox"/> Bryant <input type="checkbox"/> Benton <input type="checkbox"/> _____		<input type="checkbox"/> YES – the family is my own that I live with. <input type="checkbox"/> YES- the family is one that I am related to (ex: cousins, nieces) <input type="checkbox"/> YES- the family is a neighbor or friend. <input type="checkbox"/> No- not at this time.
	<input type="checkbox"/> Little Rock <input type="checkbox"/> North Little Rock <input type="checkbox"/> Maumelle <input type="checkbox"/> Conway <input type="checkbox"/> Bryant <input type="checkbox"/> Benton <input type="checkbox"/> _____		<input type="checkbox"/> YES – the family is my own that I live with. <input type="checkbox"/> YES- the family is one that I am related to (ex: cousins, nieces) <input type="checkbox"/> YES- the family is a neighbor or friend. <input type="checkbox"/> No- not at this time.
	<input type="checkbox"/> Little Rock <input type="checkbox"/> North Little Rock <input type="checkbox"/> Maumelle <input type="checkbox"/> Conway <input type="checkbox"/> Bryant <input type="checkbox"/> Benton <input type="checkbox"/> _____		<input type="checkbox"/> YES – the family is my own that I live with. <input type="checkbox"/> YES- the family is one that I am related to (ex: cousins, nieces) <input type="checkbox"/> YES- the family is a neighbor or friend. <input type="checkbox"/> No- not at this time.
	<input type="checkbox"/> Little Rock <input type="checkbox"/> North Little Rock <input type="checkbox"/> Maumelle <input type="checkbox"/> Conway <input type="checkbox"/> Bryant <input type="checkbox"/> Benton <input type="checkbox"/> _____		<input type="checkbox"/> YES – the family is my own that I live with. <input type="checkbox"/> YES- the family is one that I am related to (ex: cousins, nieces) <input type="checkbox"/> YES- the family is a neighbor or friend. <input type="checkbox"/> No- not at this time.

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Jayada Dow	<input checked="" type="checkbox"/> Little Rock <input type="checkbox"/> North Little Rock <input type="checkbox"/> Maumelle <input type="checkbox"/> Conway <input type="checkbox"/> Bryant <input type="checkbox"/> Benton <input type="checkbox"/> _____		<input type="checkbox"/> YES – the family is my own that I live with. <input type="checkbox"/> YES- the family is one that I am related to (ex: cousins, nieces) <input checked="" type="checkbox"/> YES- the family is a neighbor or friend. <input type="checkbox"/> No- not at this time.
John Am Bank	<input checked="" type="checkbox"/> Little Rock <input type="checkbox"/> North Little Rock <input type="checkbox"/> Maumelle <input type="checkbox"/> Conway <input type="checkbox"/> Bryant <input type="checkbox"/> Benton <input type="checkbox"/> _____		<input type="checkbox"/> YES – the family is my own that I live with. <input type="checkbox"/> YES- the family is one that I am related to (ex: cousins, nieces) <input checked="" type="checkbox"/> YES- the family is a neighbor or friend. <input type="checkbox"/> No- not at this time.
Lisa Campbell	<input checked="" type="checkbox"/> Little Rock <input type="checkbox"/> North Little Rock <input type="checkbox"/> Maumelle <input type="checkbox"/> Conway <input type="checkbox"/> Bryant <input type="checkbox"/> Benton <input type="checkbox"/> _____		<input checked="" type="checkbox"/> YES – the family is my own that I live with. <input type="checkbox"/> YES- the family is one that I am related to (ex: cousins, nieces) <input type="checkbox"/> YES- the family is a neighbor or friend. <input type="checkbox"/> No- not at this time.
Amber Neatherby	<input checked="" type="checkbox"/> Little Rock <input type="checkbox"/> North Little Rock <input type="checkbox"/> Maumelle <input type="checkbox"/> Conway <input type="checkbox"/> Bryant <input type="checkbox"/> Benton <input type="checkbox"/> _____		<input type="checkbox"/> YES – the family is my own that I live with. <input checked="" type="checkbox"/> YES- the family is one that I am related to (ex: cousins, nieces) <input type="checkbox"/> YES- the family is a neighbor or friend. <input type="checkbox"/> No- not at this time.
Reginald Dayman	<input checked="" type="checkbox"/> Little Rock <input type="checkbox"/> North Little Rock <input type="checkbox"/> Maumelle <input type="checkbox"/> Conway <input type="checkbox"/> Bryant <input type="checkbox"/> Benton <input type="checkbox"/> _____		<input type="checkbox"/> YES – the family is my own that I live with. <input type="checkbox"/> YES- the family is one that I am related to (ex: cousins, nieces) <input checked="" type="checkbox"/> YES- the family is a neighbor or friend. <input type="checkbox"/> No- not at this time.
St. John Church	<input type="checkbox"/> Little Rock <input type="checkbox"/> North Little Rock <input type="checkbox"/> Maumelle <input type="checkbox"/> Conway <input type="checkbox"/> Bryant <input type="checkbox"/> Benton <input type="checkbox"/> _____		<input type="checkbox"/> YES – the family is my own that I live with. <input type="checkbox"/> YES- the family is one that I am related to (ex: cousins, nieces) <input type="checkbox"/> YES- the family is a neighbor or friend. <input checked="" type="checkbox"/> No- not at this time.
Ka'ina Green	<input type="checkbox"/> Little Rock <input type="checkbox"/> North Little Rock <input type="checkbox"/> Maumelle <input type="checkbox"/> Conway <input type="checkbox"/> Bryant <input type="checkbox"/> Benton <input type="checkbox"/> _____		<input type="checkbox"/> YES – the family is my own that I live with. <input type="checkbox"/> YES- the family is one that I am related to (ex: cousins, nieces) <input type="checkbox"/> YES- the family is a neighbor or friend. <input type="checkbox"/> No- not at this time.

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Leahy Simpson	<input checked="" type="checkbox"/> Little Rock <input type="checkbox"/> North Little Rock <input type="checkbox"/> Maumelle <input type="checkbox"/> Conway <input type="checkbox"/> Bryant <input type="checkbox"/> Benton <input type="checkbox"/> _____		<input checked="" type="checkbox"/> YES – the family is my own that I live with. <input type="checkbox"/> YES- the family is one that I am related to (ex: cousins, nieces) <input type="checkbox"/> YES- the family is a neighbor or friend. <input type="checkbox"/> No- not at this time.
Johnnie Pearson	<input checked="" type="checkbox"/> Little Rock <input type="checkbox"/> North Little Rock <input type="checkbox"/> Maumelle <input type="checkbox"/> Conway <input type="checkbox"/> Bryant <input type="checkbox"/> Benton <input type="checkbox"/> _____		<input checked="" type="checkbox"/> YES – the family is my own that I live with. <input checked="" type="checkbox"/> YES- the family is one that I am related to (ex: cousins, nieces) <input type="checkbox"/> YES- the family is a neighbor or friend. <input type="checkbox"/> No- not at this time.
Umarica Purdiner	<input checked="" type="checkbox"/> Little Rock <input type="checkbox"/> North Little Rock <input type="checkbox"/> Maumelle <input type="checkbox"/> Conway <input type="checkbox"/> Bryant <input type="checkbox"/> Benton <input type="checkbox"/> _____		<input type="checkbox"/> YES – the family is my own that I live with. <input type="checkbox"/> YES- the family is one that I am related to (ex: cousins, nieces) <input type="checkbox"/> YES- the family is a neighbor or friend. <input type="checkbox"/> No- not at this time.
Isanica Jackson	<input checked="" type="checkbox"/> Little Rock <input type="checkbox"/> North Little Rock <input type="checkbox"/> Maumelle <input type="checkbox"/> Conway <input type="checkbox"/> Bryant <input type="checkbox"/> Benton <input type="checkbox"/> _____		<input checked="" type="checkbox"/> YES – the family is my own that I live with. <input checked="" type="checkbox"/> YES- the family is one that I am related to (ex: cousins, nieces) <input type="checkbox"/> YES- the family is a neighbor or friend. <input type="checkbox"/> No- not at this time.
Billy Webb	<input checked="" type="checkbox"/> Little Rock <input type="checkbox"/> North Little Rock <input type="checkbox"/> Maumelle <input type="checkbox"/> Conway <input type="checkbox"/> Bryant <input type="checkbox"/> Benton <input type="checkbox"/> _____		<input checked="" type="checkbox"/> YES – the family is my own that I live with. <input type="checkbox"/> YES- the family is one that I am related to (ex: cousins, nieces) <input type="checkbox"/> YES- the family is a neighbor or friend. <input type="checkbox"/> No- not at this time.
Brian Fadd	<input checked="" type="checkbox"/> Little Rock <input type="checkbox"/> North Little Rock <input type="checkbox"/> Maumelle <input type="checkbox"/> Conway <input type="checkbox"/> Bryant <input type="checkbox"/> Benton <input type="checkbox"/> _____		<input checked="" type="checkbox"/> YES – the family is my own that I live with. <input type="checkbox"/> YES- the family is one that I am related to (ex: cousins, nieces) <input type="checkbox"/> YES- the family is a neighbor or friend. <input type="checkbox"/> No- not at this time.
Candace Hankins	<input checked="" type="checkbox"/> Little Rock <input type="checkbox"/> North Little Rock <input type="checkbox"/> Maumelle <input type="checkbox"/> Conway <input type="checkbox"/> Bryant <input type="checkbox"/> Benton <input type="checkbox"/> _____		<input checked="" type="checkbox"/> YES – the family is my own that I live with. <input type="checkbox"/> YES- the family is one that I am related to (ex: cousins, nieces) <input type="checkbox"/> YES- the family is a neighbor or friend. <input type="checkbox"/> No- not at this time.

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Amanda Zuber	<input type="checkbox"/> Little Rock <input type="checkbox"/> North Little Rock <input type="checkbox"/> Maumelle <input type="checkbox"/> Conway <input type="checkbox"/> Bryant <input checked="" type="checkbox"/> Benton <input type="checkbox"/>		<input type="checkbox"/> YES – the family is my own that I live with. <input type="checkbox"/> YES- the family is one that I am related to (ex: cousins, nieces) <input checked="" type="checkbox"/> YES- the family is a neighbor or friend. <input type="checkbox"/> No- not at this time.
Curtis Evans	<input type="checkbox"/> Little Rock <input type="checkbox"/> North Little Rock <input type="checkbox"/> Maumelle <input type="checkbox"/> Conway <input type="checkbox"/> Bryant <input checked="" type="checkbox"/> Benton <input type="checkbox"/>		<input checked="" type="checkbox"/> YES – the family is my own that I live with. <input type="checkbox"/> YES- the family is one that I am related to (ex: cousins, nieces) <input type="checkbox"/> YES- the family is a neighbor or friend. <input type="checkbox"/> No- not at this time.
Christy Evans	<input type="checkbox"/> Little Rock <input type="checkbox"/> North Little Rock <input type="checkbox"/> Maumelle <input type="checkbox"/> Conway <input type="checkbox"/> Bryant <input checked="" type="checkbox"/> Benton <input type="checkbox"/>		<input checked="" type="checkbox"/> YES – the family is my own that I live with. <input type="checkbox"/> YES- the family is one that I am related to (ex: cousins, nieces) <input type="checkbox"/> YES- the family is a neighbor or friend. <input type="checkbox"/> No- not at this time.
Tyler Henderson	<input type="checkbox"/> Little Rock <input type="checkbox"/> North Little Rock <input type="checkbox"/> Maumelle <input type="checkbox"/> Conway <input type="checkbox"/> Bryant <input checked="" type="checkbox"/> Benton <input type="checkbox"/>		<input type="checkbox"/> YES – the family is my own that I live with. <input type="checkbox"/> YES- the family is one that I am related to (ex: cousins, nieces) <input checked="" type="checkbox"/> YES- the family is a neighbor or friend. <input type="checkbox"/> No- not at this time.
Ashley Bloom	<input type="checkbox"/> Little Rock <input type="checkbox"/> North Little Rock <input type="checkbox"/> Maumelle <input type="checkbox"/> Conway <input type="checkbox"/> Bryant <input checked="" type="checkbox"/> Benton <input type="checkbox"/>		<input type="checkbox"/> YES – the family is my own that I live with. <input type="checkbox"/> YES- the family is one that I am related to (ex: cousins, nieces) <input checked="" type="checkbox"/> YES- the family is a neighbor or friend. <input type="checkbox"/> No- not at this time.
Eric Scism	<input type="checkbox"/> Little Rock <input type="checkbox"/> North Little Rock <input type="checkbox"/> Maumelle <input type="checkbox"/> Conway <input type="checkbox"/> Bryant <input checked="" type="checkbox"/> Benton <input type="checkbox"/>		<input type="checkbox"/> YES – the family is my own that I live with. <input type="checkbox"/> YES- the family is one that I am related to (ex: cousins, nieces) <input checked="" type="checkbox"/> YES- the family is a neighbor or friend. <input type="checkbox"/> No- not at this time.
Ann Nabe	<input type="checkbox"/> Little Rock <input type="checkbox"/> North Little Rock <input type="checkbox"/> Maumelle <input type="checkbox"/> Conway <input type="checkbox"/> Bryant <input type="checkbox"/> Benton <input type="checkbox"/>		<input type="checkbox"/> YES – the family is my own that I live with. <input type="checkbox"/> YES- the family is one that I am related to (ex: cousins, nieces) <input checked="" type="checkbox"/> YES- the family is a neighbor or friend. <input type="checkbox"/> No- not at this time.

 Little Rock

(No-not at this time)

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Laura Sharpe Laura Sharpe	<input checked="" type="checkbox"/> Little Rock <input type="checkbox"/> North Little Rock <input type="checkbox"/> Maumelle <input type="checkbox"/> Conway <input type="checkbox"/> Bryant <input type="checkbox"/> Benton		<input checked="" type="checkbox"/> YES – the family is my own that I live with. <input type="checkbox"/> YES- the family is one that I am related to (ex: cousins, nieces) <input type="checkbox"/> YES- the family is a neighbor or friend. <input type="checkbox"/> No- not at this time.
Jessica Henry Jessica Henry	<input checked="" type="checkbox"/> Little Rock <input type="checkbox"/> North Little Rock <input type="checkbox"/> Maumelle <input type="checkbox"/> Conway <input type="checkbox"/> Bryant <input type="checkbox"/> Benton		<input checked="" type="checkbox"/> YES – the family is my own that I live with. <input type="checkbox"/> YES- the family is one that I am related to (ex: cousins, nieces) <input type="checkbox"/> YES- the family is a neighbor or friend. <input type="checkbox"/> No- not at this time.
Ashleigh Rosinbaum Ashleigh Rosinbaum	<input type="checkbox"/> Little Rock <input type="checkbox"/> North Little Rock <input type="checkbox"/> Maumelle <input type="checkbox"/> Conway <input type="checkbox"/> Bryant <input checked="" type="checkbox"/> Benton		<input type="checkbox"/> YES – the family is my own that I live with. <input type="checkbox"/> YES- the family is one that I am related to (ex: cousins, nieces) <input checked="" type="checkbox"/> YES- the family is a neighbor or friend. <input type="checkbox"/> No- not at this time.
Holly Cutchfield Holly Cutchfield	<input type="checkbox"/> Little Rock <input type="checkbox"/> North Little Rock <input type="checkbox"/> Maumelle <input type="checkbox"/> Conway <input type="checkbox"/> Bryant <input checked="" type="checkbox"/> Benton		<input checked="" type="checkbox"/> YES – the family is my own that I live with. <input type="checkbox"/> YES- the family is one that I am related to (ex: cousins, nieces) <input checked="" type="checkbox"/> YES- the family is a neighbor or friend. <input type="checkbox"/> No- not at this time.
Charcy Betha Charcy Betha	<input type="checkbox"/> Little Rock <input type="checkbox"/> North Little Rock <input type="checkbox"/> Maumelle <input type="checkbox"/> Conway <input checked="" type="checkbox"/> Bryant <input type="checkbox"/> Benton		<input type="checkbox"/> YES – the family is my own that I live with. <input type="checkbox"/> YES- the family is one that I am related to (ex: cousins, nieces) <input checked="" type="checkbox"/> YES- the family is a neighbor or friend. <input type="checkbox"/> No- not at this time.
Jeresa Wright Jeresa Wright	<input type="checkbox"/> Little Rock <input type="checkbox"/> North Little Rock <input type="checkbox"/> Maumelle <input type="checkbox"/> Conway <input checked="" type="checkbox"/> Bryant <input type="checkbox"/> Benton		<input type="checkbox"/> YES – the family is my own that I live with. <input type="checkbox"/> YES- the family is one that I am related to (ex: cousins, nieces) <input checked="" type="checkbox"/> YES- the family is a neighbor or friend. <input type="checkbox"/> No- not at this time.
Brandi Potter Brandi Potter	<input type="checkbox"/> Little Rock <input type="checkbox"/> North Little Rock <input type="checkbox"/> Maumelle <input type="checkbox"/> Conway <input checked="" type="checkbox"/> Bryant <input checked="" type="checkbox"/> Benton		<input type="checkbox"/> YES – the family is my own that I live with. <input type="checkbox"/> YES- the family is one that I am related to (ex: cousins, nieces) <input checked="" type="checkbox"/> YES- the family is a neighbor or friend. <input type="checkbox"/> No- not at this time.

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CHAD MCNEW	<input type="checkbox"/> Little Rock <input type="checkbox"/> North Little Rock <input type="checkbox"/> Maumelle <input type="checkbox"/> Conway <input checked="" type="checkbox"/> Bryant <input type="checkbox"/> Benton <input type="checkbox"/> _____		<input type="checkbox"/> YES – the family is my own that I live with. X YES- the family is one that I am related to (ex: cousins, nieces) <input type="checkbox"/> YES- the family is a neighbor or friend. <input type="checkbox"/> No- not at this time.
	<input type="checkbox"/> Little Rock <input type="checkbox"/> North Little Rock <input type="checkbox"/> Maumelle <input type="checkbox"/> Conway <input type="checkbox"/> Bryant <input type="checkbox"/> Benton <input type="checkbox"/> _____		<input type="checkbox"/> YES – the family is my own that I live with. <input type="checkbox"/> YES- the family is one that I am related to (ex: cousins, nieces) <input type="checkbox"/> YES- the family is a neighbor or friend. <input type="checkbox"/> No- not at this time.
	<input type="checkbox"/> Little Rock <input type="checkbox"/> North Little Rock <input type="checkbox"/> Maumelle <input type="checkbox"/> Conway <input type="checkbox"/> Bryant <input type="checkbox"/> Benton <input type="checkbox"/> _____		<input type="checkbox"/> YES – the family is my own that I live with. <input type="checkbox"/> YES- the family is one that I am related to (ex: cousins, nieces) <input type="checkbox"/> YES- the family is a neighbor or friend. <input type="checkbox"/> No- not at this time.
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	<input type="checkbox"/> Little Rock <input type="checkbox"/> North Little Rock <input type="checkbox"/> Maumelle <input type="checkbox"/> Conway <input type="checkbox"/> Bryant <input type="checkbox"/> Benton <input type="checkbox"/> _____		<input type="checkbox"/> YES – the family is my own that I live with. <input type="checkbox"/> YES- the family is one that I am related to (ex: cousins, nieces) <input type="checkbox"/> YES- the family is a neighbor or friend. <input type="checkbox"/> No- not at this time.
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Signatures showing support for Rockbridge Montessori School

Your Name or Organization	I live in...	Contact Information: Email or Phone Number	I know of a family that might be interested in enrolling in this school.
Naty Grenier	<input checked="" type="checkbox"/> Little Rock <input type="checkbox"/> North Little Rock <input type="checkbox"/> Maumelle <input type="checkbox"/> Conway <input type="checkbox"/> Bryant <input type="checkbox"/> Benton <input type="checkbox"/> _____		<input type="checkbox"/> YES – the family is my own that I live with. <input type="checkbox"/> YES- the family is one that I am related to (ex: cousins, nieces) <input checked="" type="checkbox"/> YES- the family is a neighbor or friend. <input type="checkbox"/> No- not at this time.
BRUCE B. HENDRICKS	<input checked="" type="checkbox"/> Little Rock <input type="checkbox"/> North Little Rock <input type="checkbox"/> Maumelle <input type="checkbox"/> Conway <input type="checkbox"/> Bryant <input type="checkbox"/> Benton <input type="checkbox"/> _____		<input checked="" type="checkbox"/> YES – the family is my own that I live with. <input type="checkbox"/> YES- the family is one that I am related to (ex: cousins, nieces) <input type="checkbox"/> YES- the family is a neighbor or friend. <input type="checkbox"/> No- not at this time.
Spandi Rogers Zundi Rogers	<input type="checkbox"/> Little Rock <input type="checkbox"/> North Little Rock <input type="checkbox"/> Maumelle <input type="checkbox"/> Conway <input type="checkbox"/> Bryant <input checked="" type="checkbox"/> Benton <input type="checkbox"/> _____		<input type="checkbox"/> YES – the family is my own that I live with. <input type="checkbox"/> YES- the family is one that I am related to (ex: cousins, nieces) <input checked="" type="checkbox"/> YES- the family is a neighbor or friend. <input type="checkbox"/> No- not at this time.
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INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: OCT 03 2014

ROCKBRIDGE MONTESSORI SCHOOL
809 LOYOLA DR
LITTLE ROCK, AR 72211

Employer Identification Number:
46-5612652
DLN:
17053203304024
Contact Person:
FAYE NG ID# 31290
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
June 30
Public Charity Status:
170(b)(1)(A)(ii)
Form 990 Required:
Yes
Effective Date of Exemption:
May 21, 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.

Letter 947

ADE Evaluation and Applicant Responses

Rockbridge Montessori School

Little Rock, Arkansas

ROCKBRIDGE MONTESSORI SCHOOL

PART A GENERAL INFORMATION

Sponsoring Entity:	Rockbridge Montessori School
IRS Status:	Applied for 501(c)(3) non-profit status
Grade Levels:	K-8th
Student Enrollment Cap:	325
Address of Proposed Charter:	108 W. Roosevelt, Little Rock AR, 72206

PRE-APPLICATION MATERIALS

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

Evaluation Criteria:

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

Fully Responsive

PART B EXECUTIVE SUMMARY

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

Evaluation Criteria:

- A mission statement (with content to be evaluated for Prompt #3 of Part C); and
- The key programmatic features of the proposed charter school

Fully Responsive

PART C NARRATIVE DESCRIPTION OF THE PROPOSED CHARTER

C1: PUBLIC HEARING RESULTS

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

Evaluation Criteria:

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

Partially Responsive- FULLY RESPONSIVE (BASED ON RESPONSE)

Concerns and Additional Questions

The dates of the newspaper publications have been cut off. Provide newspaper clippings that show the dates that the announcements were published in the paper.

Submitted here are pictures of the entire newspaper pages that show the dates the announcements were published in the newspaper. We decided to simply take pictures of the newspapers since our scanners were not accommodating.

Daily record

Births
The following children were born in Hot Springs during the week ending June 17, 2006. Births are listed by last name, first name, middle initial, date of birth, time of birth, sex, weight, length, head circumference, Apgar 1 score, Apgar 5 score, and mother's name.

Deaths

Deaths
The following deaths occurred in Hot Springs during the week ending June 17, 2006. Deaths are listed by last name, first name, middle initial, date of death, time of death, cause of death, and age.

Marriages

Marriages
The following marriages took place in Hot Springs during the week ending June 17, 2006. Marriages are listed by last name, first name, middle initial, date of marriage, time of marriage, and officiant.

Divorces

Divorces
The following divorces were granted in Hot Springs during the week ending June 17, 2006. Divorces are listed by last name, first name, middle initial, date of divorce, and grounds.

Adoptions

Adoptions
The following adoptions took place in Hot Springs during the week ending June 17, 2006. Adoptions are listed by last name, first name, middle initial, date of adoption, and agency.

Funerals

Funerals
The following funerals took place in Hot Springs during the week ending June 17, 2006. Funerals are listed by last name, first name, middle initial, date of funeral, time of funeral, and funeral home.

Obituaries

Obituaries
The following obituaries were published in Hot Springs during the week ending June 17, 2006. Obituaries are listed by last name, first name, middle initial, date of death, and funeral home.

Birthdays

Birthdays
The following birthdays were celebrated in Hot Springs during the week ending June 17, 2006. Birthdays are listed by last name, first name, middle initial, date of birthday, and age.

Anniversaries

Anniversaries
The following anniversaries were celebrated in Hot Springs during the week ending June 17, 2006. Anniversaries are listed by last name, first name, middle initial, date of anniversary, and years married.

Hot Springs' April sales tax receipts down 3.48%

Hot Springs' April sales tax receipts were down 3.48 percent from the same month last year, according to the Arkansas Department of Finance and Administration. The department reported that the state's total sales tax receipts for April were down 3.48 percent from the same month last year. The department also reported that the state's total sales tax receipts for the first four months of the year were down 1.2 percent from the same period last year.

Renting said to kill dog; man arrested

A man was arrested Tuesday after a dog was found dead in a rental car. The man, who was 35 years old, was charged with animal cruelty. The dog was found in the back seat of a rental car that was parked in a public area. The man was arrested by police officers who were patrolling the area. The man was taken to jail and is being held without bond.

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Hobbying & More
Hobbying & More

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Hot Springs' April sales tax receipts were down 3.48 percent from the same month

Need no lawyer, double-murder suspect tells court

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C2: GOVERNING STRUCTURE

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

Evaluation Criteria:

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

Fully Responsive

Concerns and Additional Questions

Confirm that the charter board will follow the freedom of information act in regard to public meetings and that all voting will be done in public.

The school board of Rockbridge Montessori will follow the freedom of information act in regard to public meetings. The school board will all hold all voting in public.

C3: MISSION STATEMENT

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

Evaluation Criteria:

- A mission statement that is clear and succinct

Fully Responsive

C4: EDUCATIONAL NEED

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

Evaluation Criteria:

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

Fully Responsive

C5: ACADEMIC ACHIEVEMENT GOALS

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

Evaluation Criteria:

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

Partially Responsive - FULLY RESPONSIVE (BASED ON RESPONSE)

Concerns and Additional Questions

Charter goals are stated as “5% higher than combined” mathematics/literacy scores of surrounding district. Explain what is meant by “combined scores” and how they are calculated.

The goal of “40% of entering children will meet 100% of their *literary* growth goals” appears to be listed twice.

The goal of “Children will perform 5% higher than the combined *literacy* scores” appears to be listed twice.

Combined Score and Calculation

Rockbridge previously stated that, “Children will perform five percent higher than the combined literacy scores of the surrounding districts of Little Rock, North Little Rock, and Pulaski County, and children will perform five percent higher than combined mathematics scores of the same surrounding districts. Scores will be determined annually by PARCC or by the next generation of assessment,

determined by the Arkansas Department of Education (ADE).” Rockbridge also spoke of the uncertainty of the direction of Arkansas performance assessment, as the PARCC test has not yet been fully administered nor fully reported for the districts in central Arkansas. Our uncertainty in future testing practices as well as in the future reporting of test results has created difficulty as we seek to precisely report our annual performance assessment goals. Thus we are revising our performance goals in literacy and mathematics to say that children at Rockbridge will meet or exceed at least two out of three composite district scores from the LRSD, NLRSD, and PCSSD.

If we are able to assume that the test reporting methods and dissemination will remain the same, then we can say that we will calculate the composite district scores in literacy and mathematics in this manner:

For each district (LRSD, NLRSD, and PCSSD), Rockbridge will take the overall district-reported scores of “proficient and advanced” for each grade level and will combine and average these scores to create a composite district score, one for literacy and one for mathematics. The grade levels that will be used for the composite district score will only be the grade levels that Rockbridge offered that tested academic year.

Table of Performance Goals

The table measuring performance goals contains typing errors. It should read:

- 40% of entering children will meet 100% of their literacy growth goals
- 40% of entering children will meet 100% of their mathematics growth goals

Based on the revisions mentioned above, two of the table’s rows should now read:

Children will meet or exceed at least two of the three composite district scores from LRSD, NLRSD, & PCSSD in literacy.

Children will meet or exceed at least two of the three composite district scores from LRSD, NLRSD, & PCSSD in mathematics.

C6: 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;
- A description of the grade levels and maximum enrollment, by year, if the charter plans to grow over time; and
- A description of the length of school day and school year that meets minimum state requirements.

Partially Responsive - FULLY RESPONSIVE (BASED ON RESPONSE)

Concerns and Additional Questions

Provide a description of the grade levels and maximum enrollment, by year, if the charter plans to grow over time.

Explain how the assessment, class assignment, advancements, grade level and data recording will be monitored and implemented in mixed age grouping.

Description of Grade Levels and Maximum Enrollment

Rockbridge will begin as a kindergarten through fifth grade school with a maximum enrollment of one hundred and fifty children. In the course of five years, Rockbridge will grow to provide kindergarten through eighth grade with a maximum enrollment of three hundred and twenty-five. How we grow each year is described as follows:

For the first two years, Rockbridge will offer kindergarten through fifth grade. This will allow our upper elementary teacher to complete AMI training, replete with the sixth grade curriculum, before welcoming sixth graders into the classroom. Fifth graders who join our school the first year will be informed that they will transition to a different school to begin middle school when their year at Rockbridge is complete.

For the third through fifth years, Rockbridge will grow approximately forty to fifty children a year. We will be adding additional multi-age classrooms to accommodate these new children. Similarly, we will also add a grade level annually so as to fully welcome middle school children through the eighth grade into our school's adolescent community.

Multi-age classrooms, classrooms which allow teachers to serve children in three different grades, creates a fluidity of enrollment in the classroom because every year children are transitioning in and out of the classroom. For example, in an early elementary classroom that serves first, second, and third grade children, the multi-age classroom will welcome new first graders every year as they transition from kindergarten to early elementary, thereby gaining enrollment. At the same time, the same multi-age classroom will also promote third graders into the upper elementary classroom, thereby losing enrollment. Thus the fluidity of multi-age classrooms requires that our School Director and School Curriculum Director understand our current enrollment, anticipate our growth goals, and open new classrooms where needed.

Although the fluidity of multi-age classrooms creates complexity in enrollment, the benefits of multi-age classrooms outweighs any additional work created for our Directors. In multi-age classrooms, children have the advantage of continuous learning, peer assistance, the opportunity for leadership, and the same teacher who loses no instructional time in getting to know each of them every year.

Despite this fluidity, we do have some factors that will assist in stabilizing our enrollment numbers. The advice we have received from multiple Montessori Directors is that Montessori schools work best when they have a triangular model, with the largest enrollment numbers for its base and lesser enrollment

throughout the higher grades. (See image.)

Based on this model, most of our recruitment and therefore our enrollment will focus on kindergarten, as we want children to experience Montessori for their entire elementary education. We will also add to our numbers when we add adolescent community classrooms to our school. Every time we open a new classroom of thirty children, we will add a new teacher and aide. For the adolescent community, we might hire two teachers and therefore no aide, to better accommodate the specialized disciplinary knowledge that is needed to teach all subjects required in middle school.

Multi-Age Classrooms, Monitoring and Implementing

To monitor and implement the many facets of a multi-age classroom, we will utilize Montessori Compass. In our application, we mentioned and described this online recording keeping system. We said:

For this class-based assessment, teachers will utilize Montessori Compass in their record keeping. Montessori Compass is an online record keeping system providing Montessori teachers a simple way to personalize each child's academic progress. The teacher can record for each child each lesson presented, each material practiced, each skill mastered. Every Montessori lesson is already aligned to the Common Core Standards so that parents can be assured that their children are receiving an academically rigorous curriculum.

This response gives us more opportunity to report how Montessori Compass will play a central role in allowing our teachers to generate detailed **data recording** for each child. Through Montessori Compass, our teachers can monitor and track each individual child's academic progress in regards to individualized **assignments** (in our application, we call these "lessons") and assessments of these lessons. The Montessori curriculum is sequential, building from one academic concept to the next, yet it is also personalized, with a range of class assignments that cater to the interest of every individual child. Montessori Compass lists all of the lessons in the Montessori curriculum in a way that teachers can see the sequential patterns of lessons yet also use their expertise to select lessons individualized to each child, based on the child's skill and interest. In a Montessori classroom, the true **assessment** of an academic skill is whether the child has mastered the skill or content, whether the child can use the skill to demonstrate how the skill solves real life problems, can apply them to a new situation or event, or can create something new with the new skill acquired. Thus Montessori teachers use the products that children create as evidence of academic progress; the more advanced, complex, and self-created works indicate the greater mastery. Montessori Compass keeps track of all of this.

Grade Level and Advancement

In our application, we discussed how children with exceptionalities helps us see what all children really need. We said, "All children have strengths and areas in which to grow, so all children can benefit from the release of the pressure of yearly grade promotion. All children can be confident in knowing they will stay with their teacher, their classroom, their work cycle for three years, and longer if needed." This statement shows how a Montessori classrooms has the flexibility that children need when it comes to their grade levels and their advancement (we call advancement or promotion a "transition").

In a Montessori multi-age classroom, teachers generally do not distinguish their children by grade level. For example, they will not call all of the "first graders" to a lesson; rather they will determine which children need the lesson and call them by name to the lesson. If a second-year child needs a lesson that other first-year children need to receive, the second-year child will receive the lesson as

well. Because lessons are not grade-specific, there is no negative stigma attached to a child who needs lessons offered at a slower pace. All children know they will be in the same classroom with the same teacher and roughly the same friends for three years; they all know they will continue to receive lessons at their own pace and ability, and therefore they can rest in the fact that they will transition when they are ready. Thus grade levels will not be a distinguishing mark of Rockbridge children, rather they will identify with the small class community they form and the larger Montessori community of Rockbridge.

After three years in each multi-age classroom, children are offered the choice of transitioning to the next multi-age classroom or staying an additional year in their current classroom. The decision to transition is as individualized as the Montessori curriculum, because the teacher, the school directors, parents, and even the child him/herself look at the child's whole development (socially, emotionally, as well as academically) to determine if the child is ready to transition to the next classroom.

We have observed that in Montessori classrooms most children are ready to transition after three years in their classrooms. However if a child appears unready, several factors will be considered, such as: Has the child mastered most if not all the works and materials in the current classroom? Does the child's tests scores on NWEA and PARCC indicate a mastery of skills and content? Has the child developed the social skills needed to function as a full member of the next classroom? Do the decision makers feel confident that the child is ready for transition? Are there extenuating factors that need to be considered before transitioning? Would the child benefit from an additional year in the current classroom? Etc. Finally we must also take into account the child's previous education, specifically if the child has transferred from another school during a "grade level" that has not allowed the child to complete the full three years in the current multi-age Montessori classroom. Although generally we will honor the "grade level" recommended by the child's previous school, we will need to determine if the child's whole academic and social development will allow him or her to successfully transition.

Thus the decision to transition will take into consideration the many facets of each child's progress. It will be informed by data generated by Montessori Compass as well as testing data from NWEA and PARCC. It will be discussed by the many adults that care about the welfare of the child, and it will be made so that each child may thrive in whatever classroom they are in.

C7: 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 Common Core State Standards.

Evaluation Criteria:

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

Fully Responsive

C8: 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 those areas 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

Special Education:

Confirm that the charter will provide a full continuum of services in the least restrictive environment.

Confirm that the charter will comply with all state and federal requirements for students with disabilities

Rockbridge agrees to provide a full continuum of services in the least restrictive environment.

Rockbridge agrees to comply with all state and federal requirements for students with disabilities.

C9: 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 charter school, including data on the expected number of students to transfer to the charter school.

Fully Responsive

C10: 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

C11: 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; and
- A process for, and a guarantee of, a random, anonymous lottery process should there be more student applications than can be accommodated under the terms of the charter.

Fully Responsive

Concerns and Additional Questions

Confirm that the after school program mentioned is a completely separate program and not a part of the charter.

Rockbridge's after-school program is a completely separate program and not a part of the charter.

C12: 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

C13: 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

C14: 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 Responsive

Concerns and Additional Questions

Lines 3 and 8 on the budget template reflect the number of students for NSL. The calculated funding does not support the rate of funding (70% of students would be funded at \$1,033 per the rate).

NSL funds are listed in lines 3 and 8 on the budget template. The application response in this sections states that NSL funds were excluded from the original budget as part of the plan for preparation of urgent expenses. Please explain.

Lines 3 and 8 on the budget template are concerning the revenues that are expected to be generated through NSL funding. Although we expect more of our children to receive NSL funding, we submitted budgeted for only 10 children's NSL funding to cover the budgetary costs that we perceive will happen toward the end of the year. We did this because it was our understanding that the NSL funding would not be readily available until after December, so our budget covers all expenses through most of the academic year. Toward the end of April or May, we are anticipating some end-of-the-year costs with material maintenance. These will be covered by the NSL funding generated by 10 children because by the end of year we should have our full amount of the NSL funding. We anticipate the full amount of NSL funding to reflect the following revised budgetary lines 3 and 8:

Line 3: No. of students 84 x \$1,033.00 eligible rate NSL funding

Line 8: No. of students 105 x \$1,033.00 eligible rate NSL funding

We know the remaining NSL funding that is not used for material maintenance will be saved for urgent expenses, and we do know that this amount will be much more than the 10 children funding we will spend on material maintenance. Thus the urgent expenses for the first and the second year will come from the NSL funding remaining from the first year.

The second year's NSL funding will be used to pay for other budgetary items and will not become a part of the funding for urgent expenses.

C15: FINANCIAL AND PROGRAMMATIC AUDIT PLAN

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

Evaluation Criteria:

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

Fully Responsive

Partially Responsive

Not Responsive

Concerns and Additional Questions

C16: ARKANSAS PUBLIC SCHOOL COMPUTER NETWORK ASSURANCES

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

Evaluation Criteria:

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

Fully Responsive

Not Responsive

Concerns and Additional Questions

C17: 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

Confirm that the statement, "When children with physical disabilities enroll at our school, we will assess needs and immediately make the needed modifications," is referring to *additional* modifications that could be needed and that the school will be in compliance with all ADA requirements when the facility opens.

Rockbridge confirms that the statement "When children with physical disabilities enroll at our school, we will assess needs and immediately make the needed modifications" is indeed referring to additional modifications that could be needed. Further Rockbridge confirms that the school will be in compliance with all ADA requirements when the facility opens.

C18: 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

C19: FOOD SERVICES

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

Evaluation Criteria:

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

Fully Responsive

C20: PARENTAL INVOLVEMENT

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

Evaluation Criteria:

- A plan for involving parents and guardians in the school's education 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

C21: WAIVERS

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

Evaluation Criteria:

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

Concerns and Additional Questions

SEE LEGAL COMMENTS

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

Concerns and Additional Questions

SEE LEGAL COMMENTS

C23: SUSTAINABILITY OF THE PROGRAM

The Sustainability section should describe the applicants' 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

Legal Review of Waivers Requested

Rockbridge Montessori School

Little Rock, Arkansas

**Rockbridge Montessori School
Waivers Requested in Original Application
2014**

1. School Boards

Ark. Code Ann. §6-13-601 et seq. District Board of Directors

Ark. Code Ann. §6-14-101 et seq. School Board Elections

Rockbridge seeks exemption from these portions of the Education Code to the extent that it governs school board operations. Rockbridge is requesting this waiver from these statutes, which are on their face applicable only to school districts, to ensure that there is no confusion as to the applicability of the statutes to the governance structure of Rockbridge's charter. The waivers requested under the Ark. Code Ann. §§6-13-601 et seq. series do not include the monthly meeting requirements under Ark. Code Ann. §6-13-619 and the board training requirements under Ark. Code Ann. §6-13-629.

Legal Comments: The Applicant should clarify which sections of Ark. Code Ann. § 6-13-601 et seq. it seeks waiver from. Applicant should note that Ark. Code Ann. § 6-13-622 contains a constitutional requirement that cannot be waived.

Response: *The applicant wishes to clarify its waiver request by specifically asking for waivers of Ark. Code Ann. §§ 6-13-608; 6-13-611; 6-13-615; 6-13-616; 6-13-618; 6-13-619(c)(Note: This will be the only part of 6-13-619 requiring a waiver unless you do not plan on holding monthly Board meetings); 6-13-620; 6-13-621; 6-13-628; 6-13-630; 6-13-631; 6-13-633; 6-13-634 and 6-13-635. The same rationale for the waiver request that was stated in the charter application is also applicable here.*

Remaining Issues: None

2. Grades

Ark. Code Ann. §6-15-902 (a) Grading Scale

ADE Rules Governing Uniform Grading Scales

Rockbridge seeks exemption from this portion of the Education Code because, under the Rockbridge model, students do not receive grades rather the teacher-based monitoring of academic progress is accomplished through Montessori Compass, an online record-keeping system which records all lessons received, practiced, and mastered by each individual child. Academic progress is further assessed three times a year through Northwest Education Association (NWEA) adaptive testing and is assessed annually through PARCC or the next generation of assessment. The use of the Uniform Grading Scale is permissive at the elementary school level, however, careful records will be kept of student progress in lieu of traditional grades and Rockbridge will be able to make

specific, detailed accountings of student progress.

Legal Comments: None

Remaining Issues: None

3. Licensure

Ark. Code Ann. §6-15-1004-qualified Teacher in Every Classroom

Ark. Code Ann. §6-17-301 concerning Employment of Certified Personnel

Ark. Code Ann. §6-17-302 concerning Principals' Responsibilities

Ark. Code Ann. §6-17-309-concerning Certification to Teach Particular Grade or Subject Matter

Ark. Code Ann. §6-17-401-concerning Teacher Licensure Requirement

Ark. Code Ann. §6-17-902-concerning Definition of Teacher

Ark. Code Ann. §6-17-919-concerning Warrants Void without Valid Teaching License and Contract

15.02 and 15.03 of the ADE Rules Governing the Standards for Accreditation of Public Schools and School Districts

ADE Rules Governing Educator Licensure

Rockbridge seeks exemption from these portions of the Education Code. Instead, Rockbridge seeks the flexibility to hire teachers and administrators who are best suited to implement Rockbridge's unique curriculum and policies to best attain the maximum amount of student achievement and growth. Rockbridge will seek to hire licensed teachers and administrators whenever possible; all teachers hired will be highly qualified. Rockbridge provides extensive training, support, and supervision for its teachers and administrators. Rockbridge ensures that proper administrative staffing will be maintained to allow for the proper administration and supervision of its students and staff.

Legal Comments: None

Remaining Issues: None

4. Business Manager

Ark. Code Ann. §6-15-2302 General Business Manager

Rockbridge seeks exemption from this portion of the Education Code to the extent that it requires a general business manager for a public school district to meet the minimum qualifications established by rule of the Department of Education. Rockbridge seeks the flexibility to hire a qualified general business manager that is able to address the unique needs of the school's business model.

Legal Comments: In order to effectuate this waiver, the Applicant should also request a waiver of the ADE Rules Governing Minimum Qualifications for General Business Managers of Public School Districts.

Response: *The applicant wishes to clarify and fully effectuate the previously requested waiver by additionally requesting a waiver of the ADE Rules Governing Minimum Qualifications for General Business Managers of Public School Districts.*

Remaining Issues: None

5. U.S. Flag

Ark. Code Ann. §6-16-105 U.S. Flag

Rockbridge seeks exemption from this portion of the Education Code to the extent that it requires the erection of a flagstaff on school grounds. Rockbridge may be leasing its facilities. As such, it may not be permitted to erect a flagstaff on the leased property. Otherwise, Rockbridge will seek alternative methods for prominently displaying the United States flag.

Legal Comments: None

Remaining Issues: None

6. Arkansas Flag

Ark. Code Ann. §6-16-106 Arkansas Flag

Rockbridge seeks exemption from this portion of the Education Code to the extent that it requires the erection of a flagstaff on school grounds. Rockbridge may be leasing its facilities. As such, it may not be permitted to erect a flagstaff on the leased property. Otherwise, Rockbridge will seek alternative methods for prominently displaying the Arkansas flag.

Legal Comments: None

Remaining Issues: None

7. Arkansas History (withdrawn)

Ark. Code Ann. §6-16-124 Arkansas History

Ark. Code Ann. §6-17-418-concerning the Arkansas History Requirement for Teacher Licensure

Standard 9.03.3.11 of the ADE Standards Rules Arkansas History grade 5-8

Rockbridge seeks exemption from these portions of the Education Code and the ADE Rules to allow flexibility to follow the established Montessori Method curriculum. The Montessori curriculum is global in nature and does not address specific states' histories. Students who develop interest in Arkansas history would be encouraged to conduct independent study in this area. Arkansas history will be taught as a part of the 7th or 8th grade curriculum.

Legal Comments: Waiver of Ark. Code Ann. § 6-17-418 is not necessary. This statute outlines the requirement that teachers complete a college course in Arkansas history before they are licensed.

Response: *In light of the ADE review comments on this request, the applicant wishes to withdraw its request for a waiver of Ark. Code Ann. §6-17-418.*

Remaining Issues: None

8. Daily Planning Period

Ark. Code Ann. §6-17-114 Daily Planning Period

Rockbridge seeks exemption from this portion of the Education Code because Rockbridge's model requires the flexibility to adapt teacher schedules to its unique curriculum and practices regarding curriculum planning and support. Rockbridge places great emphasis on planning and monitoring teacher and student development and ensures that teachers have the support they need to plan effectively.

Legal Comments: None

Remaining Issues: None

9. Duty Free Lunch/Non-instructional duties

Ark. Code Ann. §6-17-111 Duty Free Lunch

Ark. Code Ann. §6-17-117 Non-Instructional Duties

Rockbridge seeks exemption from these portions of the Education Code as, with a small staff, seeks the flexibility to assign duties in such a way as to maximize use of teacher and administrator time.

Legal Comments: None

Remaining Issues: None

10. Personnel Policies

Ark. Code Ann. §6-17-201 et. seq. concerning Certified Personnel Policies

Rockbridge seeks exemption from this portion of the Education Code because the Rockbridge Board will adopt personnel policies and procedures in accordance with applicable laws and best practices in order to address the unique needs of the school's business model. This request is complimentary to other waivers requested concerning the Teacher Fair Dismissal Act and the Public Employee Fair Hearing Act.

Ark. Code Ann. §6-17-203 Committees on Personnel Policies –Members

Rockbridge seeks the flexibility to develop its own personnel policies to address the unique needs of the school's business model.

Legal Comments: Waiver of Ark. Code Ann. § 6-17-203 is included in a waiver of Ark. Code Ann. § 6-17-201 et seq. In order to effectuate this waiver, waiver of Section 4 of the ADE Rules Governing Personnel Policies, Salary Schedules, Minimum Salaries, and Documents Posted to the District Website is also necessary.

Response: *In order to clarify and fully effectuate the above requested waivers, the applicant hereby withdraws its separate waiver request for Ark. Code Ann. §6-17-203 (as it is included in the waiver request for Ark. Code Ann. §6-17-201 et seq.) and additionally requests a waiver of Section 4. of the ADE Rules Governing Personnel Policies, Salary Schedules, Minimum Salaries and Documents Posted to the District Website.*

Remaining Issues: None

11. Teacher Fair Dismissal Act

Ark. Code Ann. §6-17-1501 et.seq. Teacher Fair Dismissal Act

Rockbridge seeks exemption from this portion of the Education Code because the Rockbridge model

requires the flexibility to hire and retain the most highly qualified teachers available. Rockbridge teachers and administrators are expected to be highly responsive to the needs of students and families.

Legal Comments: None

Remaining Issues: None

12. Public School Employees Fair Hearing Act

Ark. Code Ann. §6-17-1701 et. seq. Public School Employee Fair Hearing Act

Rockbridge seeks exemption from this portion of the Education Code because the Rockbridge model requires the flexibility to hire and retain the most qualified employees available. Rockbridge employees are expected to be highly responsive to the needs of students and families.

Legal Comments: None

Remaining Issues: None

13. Classified Personnel Policy

Ark. Code Ann. §6-17-2301 et. seq. Classified School Employee Personnel Policy Law

Rockbridge seeks exemption from this portion of the Education Code. Instead, the Rockbridge Board will adopt personnel policies, including, but not limited to the following terms and conditions of employment: salary schedule, fringe benefits, and other compensation issues; annual school calendar, including work days and holidays; evaluation procedures; leave; grievance procedures; termination or suspension; reduction in force; and assignments.

Legal Comments: In order to effectuate this waiver, waiver of Section 5 of the ADE Rules Governing Personnel Policies, Salary Schedules, Minimum Salaries, and Documents Posted to the District Website is also necessary.

Response: *In order to fully effectuate this waiver request, the applicant wishes to additionally request a waiver of Section 5. of the ADE Rules Governing Personnel Policies, Salary Schedules, Minimum Salaries, and Documents Posted to the District Website.*

Remaining Issues: None

14. Guidance and Counseling

Section 16.01 of the ADE Standards Rules

ADE Rules Governing Public School Student Services

Ark. Code Ann. §6-18-1001 et seq. Public School Services Act

Rockbridge seeks exemption from this portion of the Education Code because the Rockbridge model provides a full array of support services which have proven effective in supporting students and families. In the Montessori Method, the teacher also provides services usually provided by the guidance counselor. The services provided by the counselor are therefore provided instead by the entire staff of Rockbridge. In Rockbridge's unique model, teacher stays with the same student for three consecutive years, providing the continuity, support, and stability necessary to provide guidance and counseling services effectively.

Legal Comments: Waiver of the entire ADE Rules Governing Public School Student Services is not necessary. Only Section 3.01.1 is necessary.

Response: *In light of the ADE review comments on this request, the applicant wishes to clarify its request for a waiver of the ADE Rules Governing Public School Student Services (Rules) to only include Section 3.01.1 of the said Rules.*

Remaining Issues: None

15. School Nurses

Ark. Code Ann. §6-18-706

Ark. Code Ann. §6-18-1001 et seq.

Section 16.03 of the ADE Standards Rules

ADE Rules Governing Public School Services

Rockbridge seeks exemption from these portions of the Education Code and the ADE Rules because the duties of the school nurse will be fulfilled by the entire staff. Rockbridge will also employ a staff member with a degree in medical sciences and experience in identifying, treating, and rehabilitating injuries. This staff member is also a certified first-responder, and she has EMT training. The School Director will work with the School Board's Member at Large in charge of volunteers to also reach out to the central Arkansas medical community to aid in providing free health screenings. Medical volunteers can give visual and auditory screenings, can check vitals (pulse and blood pressure), and monitor for weight and BMI (body mass index).

Legal Comments: Instead of Ark. Code Ann. § 6-18-1001 et seq., it appears that only a waiver of Ark. Code Ann. § 6-18-1005(a)(6) is necessary. Waiver of the entire ADE Rules Governing Public School Student Services is not necessary. Only Section 3.01.6 is necessary.

Response: *In light of the ADE review comments on this request, the applicant wishes to clarify its request to waivers of Ark. Code Ann. §6-18-1005(a)(6) and Section 3.01.6 of the ADE Rules Governing Public School Student Services.*

16. Superintendent

Ark. Code Ann. §6-13-109 School Superintendent

Ark. Code Ann. §6-17-302 Principal-Responsibilities

Ark. Code Ann. § 6-17-427

Section 15.01, 15.02, and 15.03 of the ADE Standards Rules (concerning superintendents and principals)

Rockbridge seeks exemption from these portions of the Education Code and the ADE Rules to allow Rockbridge the flexibility to utilize a single person as School Director, fulfilling both superintendent and principal roles in concert with its companion waiver requests concerning teacher and administrator licensure. This would allow Rockbridge to promote the most efficient use of human and financial resources in the school.

Rockbridge seeks exemption from these Education Code provisions and ADE Rules in order to have the flexibility to attract and retain an individual who is highly skilled and suitable to oversee a Montessori-based school. The individual selected will receive extensive training and professional development in order to successfully carry out the requirements of the position.

Legal Comments: None

Remaining Issues: None

17. Transportation (withdrawn)

Ark. Code Ann. §6-19-101 et seq. Transportation

Rockbridge seeks exemption from this portion of the Education Code to the extent that it conflicts with the transportation services described herein. Any transportation services provided directly by Rockbridge will be in full compliance with this section.

Legal Comments: The applicant should explain why this waiver is necessary if transportation provided will be in compliance with this section.

Response: *The applicant wishes to withdraw its request for a waiver of Ark. Code Ann. §6-19-101 et seq.*

Remaining Issues: None

18. Leased Academic Facilities

Ark. Code Ann. §6-21-117 Leased Academic Facilities

Rockbridge seeks exemption from this portion of the Education Code to the extent that it requires that facilities leased by Rockbridge conform to the school facility standards defined in the Arkansas School Facility Manual. Considering initial enrollment size, it will be difficult to financially follow through with this requirement. The applicant ensures that any and all facilities it leases for academic purposes shall meet the requirements of all state and local health and safety codes, the Americans with Disabilities Act, and the Individuals with Disabilities Education Act.

Legal Comments: None

Remaining Issues: None

19. Personnel Policies/Salary Schedules

Ark. Code Ann. §6-17-201(c)(2) concerning Classified Employee Compensation
Ark. Code Ann. §6-17-2203 Classified Employees Minimum Salary Act
Ark. Code Ann. §6-17-2403 Teacher Compensation Program of 2003
Sections 5, 6, 7, and 8 of the ADE Rules Governing School District Requirements for Personnel Policies,
Salary Schedules, Minimum Salaries, and Documents Posted to District Websites

Rockbridge seeks exemption from these sections of the Education Code and the ADE Rules so that it may have the flexibility to develop its own compensation schedules for its employees.

Legal Comments: In order to effectuate this waiver, waiver of Ark. Code Ann. §§ 6-17-807 is also necessary.

Response: *In order to fully effectuate this waiver request, the applicant additionally requests a waiver of Ark. Code Ann. §6-17-807.*

Remaining Issues: None

20. Purchases of Commodities

Ark. Code Ann. §6-21-304 Manner of Making Purchases

Rockbridge seeks exemption from this portion of the Education Code to the extent that it requires bidding in each instance in which the estimated purchase price shall equal or

exceed \$10,000.00. For purchases between \$1,000.00 and \$50,000.00, Rockbridge will use either a state approved vendor or obtain a minimum of three quotes. Rockbridge will obtain bids in each instance in which the estimated purchase price shall equal or exceed \$50,000.00.

Legal Comments: None

Remaining Issues: None

21. Gifted and Talented/ALE

Ark. Code Ann. § 6-15-1005 (b)(5)

Ark. Code Ann. § 6-18-503(a)(1)(C)(i)

Ark. Code Ann. §6-20-2208(c)(6)

Ark. Code Ann. §6-42-101 et. seq.

Ark. Code Ann. § 6-48-101 et seq.

Section 18.01-18.03 Rules Governing Gifted and Talented Program

Section 19.03 ADE Standards Rules

ADE Rules Governing Gifted and Talented Program Approval Standards

Section 4.00 of ADE Rules Governing the Distribution of Students with Special Needs Funds

Rockbridge seeks exemption from these portions of the Education Code and the Department of Education Rules because, under the Rockbridge model, each child is taught at his or her own level and is capable of being fully educated within his/her classroom even though the child displays characteristics usually identified as either requiring “gifted and talented” services or placement in an alternative learning environment. Accordingly, each child is given the opportunity to develop his or her own gifts and talents. Rockbridge's model does not designate some children as “gifted and talented” or “ALE” to the exclusion of other children from enriched programs.

Legal Comments: Based on the information provided, it appears the Applicant needs a waiver of Ark. Code Ann. § 6-42-109 instead of Ark. Code Ann. § 6-42-101 et seq. It also appears the Applicant needs a waiver of the entire ADE Rules Governing Gifted and Talented Program Approval Standards, and Section 18 of the ADE Standards for Accreditation.

Response: *In light of the ADE review comments, the applicant wishes to revise its request for a waiver of Ark. Code Ann. §6-42-101 et seq. to only Ark. Code Ann. §6-42-109 and to additionally request a waiver of the entire ADE Rules Governing Gifted and Talented Program Approval Standards and Section 18 of the ADE Rules Governing the Standards for Accreditation.*

Remaining Issues: None

22. Library Media Specialist

Ark. Code Ann. §§6-25-103 and 104 concerning School Library Media and Technology

Section 16.02.3 of the ADE Standards Rules

Rockbridge seeks exemption from this portion of the Education Code and ADE Rules to the extent that the hiring of a licensed library media specialist is required. Under the Rockbridge model, libraries are located in each classroom. Montessori classrooms essentially have their own nonfiction libraries filled with quality children's nonfiction literature that children can read by themselves, such as nonfiction books on a single subject matter or a collection of subjects, children's trade magazines, dictionaries, thesauruses, and access to print or online encyclopedias. Classrooms are also well stocked in texts that require the reading and understanding of visually-organized information such as charts, graphs, maps, timelines, works of art, and works of nomenclature; the children become accustomed to accessing information using these visually-organized resources and therefore fulfill a standard of Common Core and Arkansas Frameworks. Although Rockbridge's Montessori classrooms will be filled with books, Rockbridge also seeks to acquire additional resources for our children. Rockbridge has contacted a local public library who offers a weekly children's program. They could come to our school and supply us with at least two hundred books a week and also provide a weekly story time and other literary activities. In this way children can also read fiction literature, poetry, and other volumes as well as learn to take care of books and borrowed materials.

Legal Comments: None

Remaining Issues: None

23. Class Size

Section 10.02 of the ADE Standards Rules (Class Size)

Rockbridge seeks exemption from this portion of the Department of Education Rules because, under the Rockbridge model, larger class sizes are desirable for student learning and interaction. The variety of students is integral to the Montessori Method. Additionally, each classroom will have not only a teacher, but also an aide present at all

times. Classes will be no larger than 30 students at a maximum.

Legal Comments: None

Remaining Issues: None

24. Discipline Policies

Ark. Code Ann. §6-18-501 et seq. concerning Student Discipline Policies and the ADE Guidelines for the Development, Review, and Revision of School District Discipline and School Safety Policies Rockbridge seeks exemption from these portions of the Education Code to allow the school the flexibility to adopt its own student discipline policies. The policies adopted and implemented will meet all due process requirements. A waiver from these provisions is commonly held by open-enrollment public charter schools.

Legal Comments: None

Remaining Issues: None

25. Fine Arts/Music

Section 9.03.2.6 Fine Arts of the ADE Rules Governing the Standards of Accreditation

Section 9.03.3.6 Fine Arts of the ADE Rules Governing the Standards of Accreditation

Rockbridge is required to teach a minimum of 40 minutes per week in both Art and Music in grades K-6. Rockbridge is required to schedule time to teach Music and Art in grades 7 and 8. Rockbridge is asking for a waiver of the requirement in order that curriculum meeting the requirements of the ADE Standards Rules, Arkansas Frameworks and all applicable rubrics may be embedded within other coursework to be provided by the open-enrollment charter school. Rockbridge ensures that students will receive instruction concerning the required material in the Music and Art class meeting or exceeding all state curriculum requirements through embedding the curriculum within the students' ELA, Science and Social Studies required coursework.

Legal Comments: Applicant should confirm that it will comply with Ark. Code Ann. § 6-16-130 or seek waiver of necessary provisions.

Response: *The applicant wishes to clarify this waiver request by requesting a waiver of Ark. Code Ann. §6-16-130(b)(1), (b)(3), and (b)(4)(A). As stated in the original waiver request, the applicant will provide instruction in Music and Art meeting all state curriculum requirements through the embedding of the required curriculum within the students' English Language Arts, Science and Social Studies required coursework. In summary, Rockbridge is not asking that it be waived of the requirements to teach the Fine Arts and Music curriculum, but just to have flexibility in the amount of time devoted to these subjects per class and the ability to embed the curriculum within other required courses.*

Remaining Issues: None

26. PE/Health

Section 9.03.3.5 Health and Safety Portion Only of the ADE Rules Governing the Standards of Accreditation

Section 9.03.3.7 Health and Safety of the ADE Rules Governing the Standards of Accreditation

Rockbridge is required to schedule time to teach Health and Safety. Rockbridge is asking for a waiver of the requirement in order that curriculum meeting the requirements of the ADE Standards Rules, Arkansas Frameworks and all applicable rubrics may be embedded within other coursework to be provided by the open enrollment charter school. Rockbridge ensures that students will receive instruction concerning the required material in the Health and Safety class meeting or exceeding all state curriculum requirements through embedding the curriculum within the students' required Science and Physical Education coursework.

Legal Comments: Applicant should confirm that it will comply with Ark. Code Ann. § 6-16-132 or seek waiver of necessary provisions.

Response: *The applicant wishes to clarify this waiver request by requesting a waiver of Ark. Code Ann. §6-16-132(b)(1)(A).*

The intent of this request is not to attempt to reduce or waive Physical Education requirements, but to obtain flexibility in meeting the Health and Safety requirements of the ADE Rules Governing the Standards for Accreditation by embedding the curriculum into the students' required Science and Physical Education coursework.

Remaining Issues: None

Desegregation Analysis: Fully responsive

2014-2015 Application Cycle

Application

Rockbridge Montessori School

Little Rock, Arkansas



ARKANSAS DEPARTMENT OF EDUCATION

2014 Application Open-Enrollment Public Charter School

Deadline for Receipt of Submission: Monday, July 21, 2014, 4:00 p.m.
Applications will not be accepted after this time.



Name of Proposed Charter School:

Rockbridge Montessori School

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

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

A. GENERAL INFORMATION

The proposed charter will be located in the Little Rock 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: William Simmons Position: School Board President State of Residence: AR

Name: Sherry Elmer Position: School Board Vice President State of Residence: AR

Name: Shirley Fendley Position: School Board Member at Large State of Residence: AR

Name: Sarah Gober Position: School Board Member at Large State of Residence: AR

Name: Kimber Barber-Fendley Position: Charter application writer State of Residence: AR

Name: Shannon Nuckols Position: AMI accredited Montessori State of Residence: AR

Name: _____ Position: _____ State of Residence: _____

Name: _____ Position: _____ State of Residence: _____

Name: _____ Position: _____ State of Residence: _____

Name: _____ Position: _____ State of Residence: _____

Name: _____ Position: _____ State of Residence: _____

Name: _____ Position: _____ State of Residence: _____

Name: _____ Position: _____ State of Residence: _____

Name: _____ Position: _____ State of Residence: _____

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

23,676 (Total District Enrollment)

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

Little Rock School District North Little Rock School District Pulaski County School District

Benton School District Bryant School District _____

B. EXECUTIVE SUMMARY

Provide the mission statement of the proposed school.

Applicant Response:

The mission of Rockbridge Montessori School is to serve and nurture a developing child's mind, emotions, and physical growth through the work of the Montessori Method which offers children a solid bridge to their future so they may discover their paths and find their unique contributions for the greater good of all humanity.

Rockbridge Montessori will be central Arkansas' one and only free and public Montessori school, offering Arkansas students, regardless of their economic status, a unique choice to experience an academically rigorous curriculum combined with practices of peaceful social development that result in joyful learning experiences for children.

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

Applicant Response:

The key programmatic feature that Rockbridge Montessori School will offer is Montessori education. The simplest way to understand Montessori education is to start with an image of a child. Let us think of a second grade girl this time. This child has great potential, and yet she also has great need. This child's needs are academic and intellectual, but she also has emotional, physical, social, and what Montessorians call "cosmic" needs. But one of her greatest needs is for the adults in her life to understand her needs and to create an environment for her in which she can enable herself to learn, grow, and thrive.

Montessori education is a perfect pairing of a child's needs to an educational environment that anticipates and meets the needs of the whole child. This deep understanding of children's needs is the distinguishing characteristic of Montessori education and affects every programmatic aspect. Every part of the Montessori Method responds to, serves, and fulfills a deep-seated need of the child.

And what do children need? Part of this application seeks to explain children's needs and how Montessori meets each need in unique ways. Therefore we will be discussing features like prepared environments, three hour work cycles, multi-age classrooms, educational materials, small group presentations, and student choice. But part of this application seeks to communicate our heart, which can be seen in this application as we seek to communicate and to explain Montessori education and its profound effect it has on children. Our desire is to serve Arkansas children through the Montessori Method because we live in Arkansas too. Every member of the school board and every founding member knows Arkansas as their home. We live here. We work here. Some of us even teach here. We want the best for our children here in our state, in our hometown. This application will show how we will do it.

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:

Our Town Meeting was held on July 15, 2014 from 6:30-8:00 pm in the Fellowship Hall of St. John Baptist Church. The leaders and members of St. John, the owners of our school's proposed facility, allowed us to use their fellowship hall for free, saying that, "This school is something we want to support." In this way and in many others, we found that the initial support for the school was established and was quickly growing.

Support for School in Announcing the Town Meeting

A local campaign was made during the two weeks prior to the Town Meeting. We made 400 brochures and 250 flyers announcing the Town Meeting, which were distributed during this time. We first targeted the support of the local businesses and organizations where our school's location would be. We spoke with people from the Hillary Clinton Library, the Arc, the Dream Center, two private preschools, two homeless shelters, and many local businesses. All of them were receptive and excited at the prospect of a new public charter school in their neighborhood. All of them asked for more than the one brochure and flier that was first offered, as they wanted to post these in their establishments as well as have them available to pass out to their patrons. The general consensus was expressed by one of the businessmen when he said, "Welcome to the neighborhood."

We also promoted the Town Meeting and the school through technology and social media. Many of us sent personal invitations through email and posted the announcement of the Town Meeting to our personal Facebook pages. When Rockbridge posted the announcement of the Town Meeting on the school's Facebook, overnight we got forty-six "likes." We had similar results when we posted our new brochure on our Rockbridge page as well as our personal Facebook pages. One unanticipated Facebook "like" came from Trevor Eissler, the national Montessori advocate and author of "Montessori Madness," the "321 Fast Draw" YouTube video that explains his understanding of Montessori education in six minutes (http://www.montessorimadness.com/Montessori_Madness!/Videos.html).

Support for School at the Town Meeting

When our Town Meeting began, we welcomed and thanked our forty-five guests for their interest in our school. We decided early on that our Town Meeting should give our guests a small taste of what Montessori education was like. So after we had a whole group presentation in which our AMI Montessori teacher explained her personal discovery of the Montessori Method and how Montessori education works for children, our meeting broke into a series of small group, hands-on lessons using actual Montessori materials that are used in a Montessori classroom. We presented three different lessons (two in math, one in grammar) several times in a row so our guests could move freely about the space and receive each lesson when they were ready, which is similar to how children move and learn in a Montessori classroom. We invited our guests to touch the materials and play the role of the child, so they could see for themselves why children are attracted to Montessori materials and the academic concepts that are inherent in them.

Our guests were particularly impressed with a multiplication lesson given by a Montessori "alumni" who had recently finished 8th grade in a Montessori school, the highest grade that Montessori has currently available in central Arkansas. Many of them spoke of her knowledge as well as poise, which gave them a small example of how a Montessori child grows in intelligence as well as in self-confidence.

Because the second part of the Town Meeting allowed our guests to move about freely and talk with us as they needed, we got a sense of the initial support that the school already has.

Our guests at the Town Meeting gave us many words of encouragement and support. Four different families actually thanked us for our work toward starting this school. Three others said in their own ways that they knew that “This is going to be big!” Parents were particularly excited at the hands-on learning approach that is essential to the Montessori Method. One woman told us that she wished that this Montessori school was available when her sons were in elementary. She spoke of one of her sons that was “a mess, always getting in trouble for not being still.” She said, “This would have been perfect for him.”

We also got to welcome two families that said they already had their children enrolled in private Montessori schools, and they wanted to sign up their children that night for our public Montessori school. We were pleased with their enthusiasm, yet we know that we are primarily seeking low SES families that could never afford private education. Although these families do not represent our targeted school population, we were encouraged to know that families who already know the quality of education that Montessori offers were eager to join a public school; thus we saw that these families were seeking a quality education, not a private education. Based on the private conversations we had with them, we came to the understanding that these families were also seeking the financial relief that comes with public education.

Although our Town Meeting was primarily for prospective parents, we also welcomed three Montessori teachers that came on their own. At the end of the Meeting, two of them said they would like to work for our school. One even came with a prepared resume. We welcomed other educators as well; most were from the Little Rock School District. They had heard by word of mouth about our school's offering of Montessori education and were interested seeing the differences between Montessori and the traditional education offered at their schools. These teachers were the ones who lingered over the lessons given with the Montessori materials, as they were examining them from an educator's perspective. They laughed and smiled when a presenter showed them a math work. One teacher said, “It's like a magic trick.”

Support for our school also came from unexpected people. For example, our realtor, who came strictly on her client's behalf, mentioned to us after the Town Meeting that she was now really excited about the school. “I'm super excited about this project and want to do everything I can to help you guys.” Our realtor had always been helpful and professional, but never before did she recognize that her work toward our lease was a small part of something unique for Arkansas children. The Town Meeting made her not just our realtor, but our advocate.

Support for the school is continuing as more families are learning about Rockbridge. One of our founders passed a brochure to a parent with a three year old daughter who is already looking into kindergarten. She read it and then said, “So I guess she'll be signing up for the lottery in 2016.” We certainly hope she will.

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:

School Board. The primary governing body of Rockbridge Montessori School will be its school board. The board will be the final decision-making authority for the school in terms of its finances and purchasing, its hiring and firing of staff and/or School Director, and for any long term suspension/expulsion decisions. In decision-making, the school board shall hold the needs of the children as significant, determining factors in all decisions and voting matters. As each member represents the many adults that are invested in the lives of the children, all board members have a duty to vote on all matters coming before the board, unless there is a legitimate reason why a member should not vote.

Special consideration for hiring/firing of School Director and/or Curriculum Director. When the School Board votes on the hiring/firing of the School Director and/or Curriculum Director, any currently hired Director is allowed to vote along the School Board. This will ensure that the Directors have a say in the leadership of the school and in their primary collaborator in educational leadership. The conflict of interest policy, as outlined in the conflict of interest section in this application, applies to the ability of Directors to vote on hiring/firing, as it does to any vote made by any governing body or committee of Rockbridge.

Composition. The school board will consist of seven members. They are as follows:

- *President* (three year term), calls and presides over board meetings, sets short and long term goals along with the School Director and/or Curriculum Director to assure the vision of Montessori education is achieved at Rockbridge.
- *Vice President* (three year term), assumes duties of President in his or her absence and fulfills other duties, as assigned.
- *Secretary* (two year term), records board meeting minutes and handles all written communication for school board.

Note: If additional help is needed for written communications, the Secretary may choose a Clerk to record of the board meeting minutes and other writing duties, as assigned. The Clerk is a not a board member, does not have voting rights, and reports to the Secretary. If Secretary is absence during board meeting, Clerk will record minutes but still will not serve as board member.

- *Treasurer* (two year term), responsible for all matters involving the finances of the school, such as the

recording of receipts, disbursements, and source for all the school's funds.

- *Member at Large* (one year term) - represents faculty, aides, and other staff, fulfills assigned duties that do not fall under the scope of other board positions.
- *Member at Large* (one year term) - represents our community leaders and volunteers, acts as liaison to property-owner of school building, fulfills assigned duties that do not fall under the scope of other board positions.
- *Parent Representative* (one year term), from the PTSA (Parent Teacher Student Association), gives voice to the concerns and ideas of the parents of the school.

The composition of the school board has been purposefully created to offer an important role and position to those who are willing to serve in the leadership and in the decision-making for the school. Three out of the seven school board members, the two Members At Large and the Parent Representative, represent important groups that reassures the overall success of our school and therefore need a voice at board meetings. We anticipate that these board positions will be filled by a member of each group who will arise as a leader and will choose to serve. Also the Parent Representative is selected/elected through whatever means is determined by the PTSA, and therefore this position on the school board creates an accountability to the parents/guardians in that their concerns will be fully communicated and addressed because their representative serves on the governing board.

Selection process. Because Montessori education is not well-known in Arkansas' public sector at this time, we seek members of the school board that can communicate their understanding of Montessori education to the public. Thus only school board members, the ones who deeply understand Montessori, will be allowed to nominate new board members. After nominations, the school board will ratify each nomination by a two-thirds vote. Board member ratification will be the only time when board members may use secret ballots to cast their votes. All board members serve the terms listed above with the option of serving consecutive terms, if ratified by board. Board members may be exited at the end of their term through a vote of no confidence. The only exception to this selection/ratification process will be the Parent Representative. The PTSA will determine their own means of selecting/electing their Parent Representative.

Special consideration for student discipline. Although the school board will have final say on any long term suspension or expulsion of a child, their decision will be based upon the recommendations made by the School Director and/or Curriculum Director and will only be made as a last resort, when all other efforts have been exhausted. It is our desire at Rockbridge Montessori to teach and model our high expectations for academics as well as behavior, and we believe Montessori education has within its curriculum the means by which a child who is not yet peaceful may discover a way to live in community with his or her members of the school. Thus part of our work as the adults of Rockbridge is to find the means and the patience to help each child transition and then thrive at Rockbridge Montessori.

The child's teacher and aide will be pivotal in helping the child learn new ways to show appropriate behavior. They will serve as first-response to any and all minor infractions, attempting to resolve any and all disruptions to the Montessori classroom by employing the Montessori Method (see the process of normalization in the educational need section and see a definition of grace and courtesy in the innovations section). They might contact a child's parent/guardian in order to work together with the parent in seeking a solution. If a child's inappropriate behavior escalates or causes major, constant, and/or consistent disruptions to the classroom environment, the School Director will work with the child's parent/guardian to devise a course of action and, if deemed necessary, to determine any/all disciplinary actions. Corrections to a child's inappropriate behavior will take into consideration what is best for the child and the appropriate measure that will help the child find and maintain within him/herself self-peace and appropriate classroom behaviors.

Parent Teacher Student Association (PTSA). The PTSA's primary duties will be fundraising, promotion and organization of school events and activities, support to teachers through materials making, and general advocacy of Rockbridge Montessori School, its children, parents, faculty, administration, and school board. It will be a self-organizing, self-funded organization which will determine its organizational structure, its membership dues or other ways of raising funds, and its electing/selecting its leaders.

Any child, parent, teacher, staff member, administrator, community member, volunteer or other advocating adult can become a member of the PTSA. The members of the school board are the only exception to the PTSA's open membership; they cannot be members while currently serving on the board even if they qualify for membership by some other means (as parents, etc.). Membership fees will be determined by the PTSA. Child membership will not be denied to any child at Rockbridge; child membership fees will be set at a lower cost than adult membership.

Parent Advisory Council. Since the PTSA will operate independently yet in support of Rockbridge Montessori's school board and faculty, the PTSA will be a liaison with the school board through its Parent Advisory Council (PAC), which will serve as the primary method of communicating the needs and desires of the PTSA and its members to the school board. The school board will work with the PTSA through its PAC, with the Parent Representative serving as its leader/primary member. The school board will answer all communications with the PTSA and the parents of Rockbridge Montessori through PAC; they will draft formal responses to all matters brought to them through PAC, and PAC will be responsible for disseminating the responses of the school board to its council members and to the members of the PTSA.

Special consideration for children's involvement in the PTSA and in the leadership of their own school. All founders of Rockbridge Montessori School have a vested interest in serving children and fulfilling their academic as well as social needs. We see one of these needs as the need to have a small but important voice in matters that affect them, their class, and their school and to take their voice in these matters seriously. In our work to create and then successfully run a children's school, we will adopt a position of listening to the children we are serving, and therefore we are allowing and encouraging the children of Rockbridge to join and maintain active membership in the PTSA.

We also acknowledge that children need guidance and unique considerations for them to understand and to participate in an organization which primarily consists of adults. Since we will add grades to our school, we also acknowledge that a child's membership privileges should grow as the child grows and matures. Therefore student membership will contain the follow privileges, according to the age of the child:

- *Kindergarten -- third grade*, the youngest members can communicate matters that concern them by speaking to their parents/guardians that are members of the PTSA. A child may attend a PTSA meeting or event if his/her parent/guardian is present and if s/he is not disruptive. A child at this age does not have voting privileges.
- *Fourth grade - sixth grade*, our upper elementary children can communicate matters that concern them by speaking to their parents/guardians that are members of the PTSA or another member/leader of the PTSA. If a formal request or response is drafted by the PTSA to be submitted to the school board, children can official show their support of the draft by signing their name in support, if their parent/guardian permits them. In these cases, the PTSA will create the draft or an addendum to the draft that explains the contents in child-accessible language. Like their younger counterparts, a child at this age does not have voting privileges but still may attend a PTSA meeting or event if his/her parent is present and if s/he is not disruptive.
- *Seventh grade - eighth grade*, members of our adolescent community can function as full and adult members of the PTSA while still benefiting from child membership dues. They can establish the ways in which they will communicate to the adults in the PTSA. They can write their own drafts, can support a draft, can express their ideas in a PTSA meeting, and can have full voting privileges when they are active members in good standing and with parental consent.

Benefits to children involved in the PTSA. We encourage children to become active members in the PTSA because we see potential benefits to the children as they are involved in real-life organization that address issues that matters to them as well as the adults in their lives. The PTSA will be home to a safe, protective environment where the matters of children will be taken seriously. Because of this, children can have a positive experience that might aid in their initiation toward community involvement and has the potential to become a model for later peaceful and active roles in citizenship.

Further, we see our future adolescent community as receiving tremendous academic benefits in terms of having an opportunity for our emerging writers to use their written communication skills in a real-life situation. When our

adolescents write their concerns, ideas, or other matters to the adults in the school, they will be performing a real-life act of writing in which they must consider the needs of their real audience and draft and revise their text for the audience's need. They will have intrinsic motivation to write because these topics will be of true concern to them, and their need to be persuasive or informative will guide their writing process. If the PTSA or school board chooses to respond to them formally in writing, the children will again have a real-life example of a text in which they must read to comprehend, respond, and act.

3. Give the mission statement for the proposed charter school.

Applicant Response:

The mission of Rockbridge Montessori School is to serve and nurture a developing child's mind, emotions, and physical growth through the work of the Montessori Method which offers children a solid bridge to their future so they may discover their paths and find their unique contributions for the greater good of all humanity.

Rockbridge Montessori will be central Arkansas' one and only free and public Montessori school, offering Arkansas students, regardless of their economic status, a unique choice to experience an academically rigorous curriculum combined with practices of peaceful social development that result in joyful learning experiences for children.

4. Describe the educational need for the school by responding to the following prompts.

Complete the following charts to include 2013 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	Little Rock School District		
District Status	Needs Improvement		
	LITERACY 2013 ESEA Report Percentage Achieving or Advanced	MATH 2013 ESEA Report Percentage Achieving or Advanced	Graduation Rate 2012-2013 2013 Report Card Percent Graduated
All Students (Combined)	67	59.08	75.4
Targeted Achievement Gap Group	59.15	51.27	70.3
African American	60.38	49.16	73.8
Hispanic	60.78	59.75	66.9
White/Caucasian	90.06	87.00	83.3
Economically Disadvantaged	59.44	50.97	69.6
English Language Learners/ Limited English Proficient	59.54	61.45	68.3
Students with Disabilities	24.86	30.45	72.6

CAMPUS DATA - ELEMENTARY SCHOOL CLOSEST TO THE PROPOSED CHARTER LOCATION		
District Name	Little Rock School District	
Campus Name	Rockefeller Incentive Elementary School	
Grade Levels	P-05	
Campus Status	Needs Improvement	
	LITERACY 2013 ESEA Report Percentage Achieving or Advanced	MATH 2013 ESEA Report Percentage Achieving or Advanced
All Students (Combined)	54.78	50.43
Targeted Achievement Gap Group	52.29	47.71
African American	54.63	49.07
Hispanic	not applicable	not applicable
White/Caucasian	not applicable	not applicable
Economically Disadvantaged	52.83	46.23
English Language Learners/ Limited English Proficient	not applicable	not applicable
Students with Disabilities	8.33	16.67

CAMPUS DATA - MIDDLE SCHOOL CLOSEST TO THE PROPOSED CHARTER LOCATION		
District Name	Little Rock School District	
Campus Name	Pulaski Heights Middle School	
Grade Levels	06-08	
Campus Status	Needs Improvement - Focus	
	LITERACY 2013 ESEA Report Percentage Achieving or Advanced	MATH 2013 ESEA Report Percentage Achieving or Advanced
All Students (Combined)	81.23	74.11
Targeted Achievement Gap Group	64.57	52.12
African American	68.63	53.02
Hispanic	76.92	57.14
White/Caucasian	93.79	91.93
Economically Disadvantaged	65.26	52.55
English Language Learners/ Limited English Proficient	80.00	91.67
Students with Disabilities	30.26	25.00

CAMPUS DATA - HIGH SCHOOL CLOSEST TO THE PROPOSED CHARTER LOCATION			
District Name	Little Rock School District		
Campus Name	Central High School		
Grade Levels	09-12		
Campus Status	Needs Improvement - Focus		
	LITERACY 2013 ESEA Report Percentage Achieving or Advanced	MATH 2013 ESEA Report Percentage Achieving or Advanced	Graduation Rate 2012-2013 2013 Report Card Percent Graduated
All Students (Combined)	75.42	71.05	91.01
Targeted Achievement Gap Group	55.20	60.39	86.13
African American	58.33	60.91	87.72
Hispanic	65.22	73.17	80.00
White/Caucasian	97.12	92.83	94.83
Economically Disadvantaged	55.34	59.84	85.40
English Language Learners/ Limited English Proficient	75.00	61.54	not applicable
Students with Disabilities	16.98	51.11	93.02

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:

We at Rockbridge see a great need for a different kind of education in Little Rock, one that can particularly address the educational needs of children in poverty. Although poverty is often tied to multiple TAGG groups, we want to limit our discussion of the Campus Data we submit to poverty rates and test scores of economically disadvantaged students, for these are the outcomes that we want to impact as we begin to address the issues raised by how poverty affects the academic learning of the children we wish to serve.

The 2013 ESEA report for Washington Magnet Elementary School, two and a half blocks away (.2 miles) away from our proposed location, begins to tell the story of educational need. We did not choose this elementary school for the Elementary School Campus Data chart in our application because it is a magnet school, drawing LRSD students district-wide rather than in just its surrounding neighborhood, but it does attract students locally as well. Washington Magnet reports a poverty rate of one hundred percent with its economically disadvantaged students scoring in "achieving/advanced" in literacy 66.45% and 55.92% in math. Thus one out of every three students in poverty at this school is not reading on grade-level, and about one out of two students in poverty are not understanding math enough to pass a grade-level skills test.

What is more telling is the 2013 ESEA report for the elementary school closest to our proposed location, Rockefeller Incentive Elementary School, four driving minutes away from us (1.1 miles), drawing children from the local neighborhoods. Rockefeller reports a poverty rate of 89.64% and reports only 52.83% "achieving/advanced" in literacy and 46.23% in math from its economically disadvantaged students. Thus roughly half of economically disadvantaged children in the neighborhoods where our school would be are failing their standardized tests.

From the ESEA reports of the closest middle school and high school, we can see that overall scores are higher and poverty rates are lower than these nearby elementary schools. Forest Heights Middle School and Central High School report overall literacy and math percentage scores from 71.05 - 81.23 percent, and this might be due to their reported lower poverty rates, of 43.72% and 42.17% respectively. Thus it seems poverty rates somehow correlates to results in the test scores reported from these schools. The lower the poverty rate, the higher the

tests score.

However these schools' overall test scores are not being replicated with their economically disadvantaged students. Take as an example the math scores at Forest Heights. Overall 74.11 percent of the students scored "achieving/advanced." Yet their economically disadvantaged students did not fare as well, with only 52.55 percent of these students scoring the same. This is a difference of 21.56 percent. Thus even in schools that are doing better overall, they still are not meeting the academic needs of all of their economically disadvantaged students.

Clearly there is something about the additional element of poverty that makes learning a greater struggle. The research we cite below comes from experts that give insight to a cognitive process called "executive function." What Farah et al., (2004) in "Poverty, Privilege, and Brain Development: Empirical Findings and Ethical Implications" as well as other researchers are finding out is that poverty and its many aspects affect brain development in children. They say that an "association exists between SES (social-economic status) and the development of specific neurocognitive systems, namely...executive function" (p. 15). Larry Quade (2012) in "Enhancement of Executive Function in the Prepared Environment" explains that executive function is the ability to think before reacting, to come up with alternative solutions, to see connections between seemingly divergent things, and to create physical order in the environment (p. 44-45), and it is executive function that enables student learning. He says that stress, and poverty is a stressful environment, is "inimical to prefrontal cortex function" (p. 45). The prefrontal cortex is the part of the brain that controls executive function, therefore a child's self-control through executive functioning (p. 45). If a child cannot control him or herself, the concentration that academic learning requires becomes unavailable to the child.

In *A Framework for Understanding Poverty*, Ruby Payne (1996) reports how cognitive issues created in poverty affects children's ability to learn in school. Payne says low-income children struggle because of "impaired observations of constancies" (p.92) that hinder their ability to "hold an object inside the head and keep the memory of the object constant" (p. 92). She notes low-income children's "impaired spatial orientation" which hinders their ability to "orient objects, people, etc. in space...they neither have the vocabulary nor the concepts for spatial orientation" (p. 93). These impairments are a result of an impairment of executive function, a direct result of poverty.

Payne (1996) wrote about the need for the direct teaching of cognitive strategies to children in poverty. Although she never discusses which methods of instruction should be used for these strategies, we see the Montessori Method as a method of instruction that already incorporates the teaching of cognitive strategies in the structure of the morning's work cycle and specifically in the educational materials. We do not have time to discuss all of the strategies she suggests, but we want to give an example of how specific Montessori materials can respond to the cognitive needs of children in poverty.

One of Payne's (1996) cognitive strategies that must be taught directly to children in poverty is time organization. Payne explains, "Orient data in time is the strategy of assigning abstract values to time and the measurement of time. This strategy for identifying cause and effect, for determining sequence, and for predicting consequences" (p. 96). Montessori's timelines take the whirlwind of cosmic and human experience and organizes them into time periods and sequences. For example, the Timeline of Life takes the entirety of evolutionary history and organizes and categorizes it into the different time periods, each replete with pictorial representations of the animal life present on earth at the time. Further, the Great Stories tell the stories of how earth and its life developed, how humans developed, and how they acquired their great accomplishments in writing and numerals. Thus the child is oriented into the abstract ideas of how the world came into being and how humans came to understand their world through timelines and stories that take these enormous concepts and puts them in a sequential, timely order.

Quade (2012) takes a more direct approach, arguing that the Montessori Method enhances the many levels of executive function because it enables children to learn alternative strategies. He claims that a Montessori environment alleviates stress and gives children a sense of belonging which is a peaceful aid to the development of executive function. For example, through choice-making of the prepared environment, in which only one copy of each work is available, the child becomes normalized, and normalization is a "higher state of functioning than average," and "it might be said that normalization itself is a measure of the development of executive function" (p. 48). This works because with only one copy of each work, the child must practice "inhibitory control" in being

patient for the work to be available (p. 48).

Payne and Quade both see that the effects of poverty are reversible, and educators of all kinds are starting to understand this promising finding. In *USA Today*, Greg Toppo (2008) reports a study that claims that brain development in children of low income is comparable to the damage of a stroke, but one that can heal. He summarizes the findings, "Such deficiencies [because of poverty] are reversible through intensive intervention such as focused lessons and games that encourage children to think out loud or use executive function." (para. 3). Children in poverty are not academically doomed because they are poor, but they need unique help in their educational work. Montessori is a way, we believe the best way, to create an environment for intervention.

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:

We also see there is a need for Rockbridge Montessori School when we consider our commitment to the development of the whole child. Our mission statement recognizes the significant responsibility involved in developing the emotional, social, as well as cognitive aspects of children. Our mission is to "serve and nurture a developing child's mind [and] emotions," and to "practice peaceful social development" is, frankly, a higher promise we give to parents than simply reassuring them that their children's academics will be proficient. Traditional education's emphasis on the academic progress of students leaves little room for direct curricular instruction and modeling that might lead children toward the work of their own emotional and social development. And it is children in poverty who particularly need assistance in developing these resources, as they often lack a deep well in which to draw.

Again we return to Ruby Payne's (1996) *A Framework for Understanding Poverty* because she emphasizes the importance of social and emotional resources for families in poverty. She considers emotional resources to be the most significant resource since, "Emotional resources provide the stamina to withstand difficult and uncomfortable situations and feelings. Emotional resources allows you to not engage in destructive behaviors - to others or yourself" (p.9). She further emphasizes a person's need for social resources. In fact, of the nine resources she says people in poverty often go without, four of these have to do with social resources: support systems, relationships/role models, knowledge of hidden [social] rules, and language/formal register [in different social settings] (p.8). Showing children the ways in which they can draw upon these social resources, the ones they have and the ones that can be nurtured, is crucial to a child's overall development.

Further, not only do children benefit from direction and modeling in peaceful social development and emotional resources, development in these areas also connects to cognitive development. William Hanks (1991) argues that learning cannot be seen anymore as "what kind of cognitive processes and conceptual structures are involved" (p14). But rather Hanks sees learning as an inherent part of what he calls "social engagement." He says "Learners...are engaged both in the contexts of their learning and in the broader social world within these contexts are produced. Without this engagement, there is no learning, and *where the proper engagement is sustained, learning will occur*" (p. 24, italics added). Because learning happens in a social context, the social development of the child is crucial in the cognitive development of the child.

Montessori see social and emotional development of the child as just as essential as their cognitive development because their ability to activate their acquired social and emotional resources influence the ways they learn. A Montessori classroom becomes the "context" where children receive "social engagement" and thereby develop what Montessorians refer to as a "peace," particularly a "self-peace," that aids them in their own emotional resilience, social interactions with peers, and in their cognitive learning. Children who are not yet peaceful particularly benefit from this aspect of Montessori education, whether their lack of self-peace results in disruptions in the classroom or timidity in their learning and social interactions.

When we speak of self-peace, we are talking about a peace, a calming, an ability to focus and think, a quiet confidence inside the child that is so strong that the child is able to speak and act in kindness to others. Thus a self-peace is an emotional resource that aids in the growth of social resources. This type of peace does not

happen because the teacher knows a quick, fancy trick, or a school has adopted a new discipline policy. It is actually earned slowly by each child as he or she learns how to become peaceful and find the natural rewards that come with a mind and body quiet enough to think and reason.

The process of finding this self-peace starts with what Montessorians call “normalization,” a word that frankly sounds a bit awkward to our modern ears. Yet “normalization” is the term originally coined by Dr. Montessori in her book *The Secret of Childhood*, and it is an important part of her Method. Normalization occurs when a child who is not yet peaceful first enters the Montessori environment and is introduced to a material that requires a collaboration between the child's fine motor skills and the child's mental processing. Let us think of a first grade boy this time, a boy who is often distracted, and because of this, often disruptive. To complete the task at hand, he must concentrate on the task, for usually longer than he is used to. By repeating this task and doing others like it, he develops a deep concentration that gives him intrinsic satisfaction with the job done well and completely. The teacher continues to provide him with lessons that contain systematic patterns of increasingly rigorous academic tasks, all of which still have a sensorial or motor skill element to each. There is a quieting of his body and mind, so that he develops deep concentration which he can sustain for longer and longer periods of time, time in which he can think. When the child can deeply concentrate on a task, he is “normalized,” and the negative behaviors that arise from a distracted mind disappear because his attention is drawn to the academic task in which he is engaged.

As he gains confidence in his abilities through these works, he is able to see his normalized peers as those who also have deep concentration and skills that can be helpful to him. When seeking to solve a problem that his thinking alone cannot do, he asks for help from his peers, and he must do it in a kindly spoken and acted way so that he can receive. In their helpfulness, there arises an appreciation for his peers and therefore peaceful acts between them. Thus he now has the emotional resources available to him to access social resources, which aids him in his cognitive development.

Another consideration, Montessori education is a unique choice for Central Arkansas parents

One of the purposes of charter schools is to offer public school parents, regardless of their social and economic status, different choices of education for their children. Rockbridge Montessori fulfills this educational need by offering a different and unique educational choice that is currently unavailable in the public sector of central Arkansas. In fact, our charter school would be the *only* free and public Montessori school in central Arkansas. The fact that Montessori is not offered as a public school choice is not due to the lack of support for Montessori education here. In fact, during our Town Meeting, we had Montessori parents attend and express their interest in a free and public Montessori school. Their sentiments are expressed well in an email sent by another Montessori parent to Rockbridge:

“I just found out about Rockbridge Montessori Public Charter School and offer my full support for your efforts. My two children currently attend pre-school and pre-K at a local private Montessori school. We love it there. Our children are thriving in the Montessori environment, but we cannot afford the tuition into perpetuity. Thank you for working to bring a free public Montessori school to Little Rock. We want our daughter to be in the charter kindergarten class in the fall of 2015. Please let me know if there is anything I can do to support your efforts before the ADE.”

Clearly the cost for private education makes it difficult for Arkansas families to have their children continuously enrolled in private Montessori schools. We want Montessori to be a viable choice for central Arkansas families; creating a Montessori school makes this possible.

Describe the innovations that will distinguish the charter from other schools.

Applicant Response:

When one thinks of the word “innovation,” one often associates this word with the idea of new, of novel, of the

latest trend. But the innovations of Montessori education are not new at all, rather Dr. Maria Montessori created her research-based curriculum over one hundred years ago. Her curriculum is a result of direct observation of the child and the discovery and deep understanding of what a child needs to thrive. She reported most of her Method in *The Discovery of the Child*. Because the Montessori Method recreates the school classroom experience for each and every child, we want to show the innovations and differences of Montessori education, as it is experienced by the children who practice it.

Meaningful work for children. Every school day is composed of meaningful work that the child sees as engaging, interesting, and worthy of doing. Each task is a work that is chosen by the child; each work allows the child to work until he or she feels satisfied with the work accomplished.

Children's work choice. The reason why Montessori education can claim it holds meaningful work for the child is because the child is allowed choice in the works he or she chooses. Through a teacher's guidance, children choose the work they will do each day. Because the children are allowed choice, their will is involved; their motivation is naturally engaged. When a child wants to do it, the child will work until mastery and therefore the skill or content in the work goes into the child's long term memory, into the deep cognition of learning.

The children's multi-age classroom. Traditionally every Montessori classroom keeps the same children for three consecutive years. The primary classroom usually contains children three years old through kindergarten, and the early elementary classroom has children in first through third grades. Since Rockbridge will begin as an elementary school only, its primary classroom will serve just kindergarteners, yet we will have a full early elementary classroom. We will grow into our upper elementary classroom, starting with fourth and fifth grade, adding sixth grade, and eventually filling our adolescent community with seventh and eighth graders. Through multi-age classrooms, both the older child and the younger child receive benefits from one another. The younger child receives the peer assistance and leadership from the older child. The older child, accustomed to correct behavior and work expectations, becomes a model to emulate, and thus the older child receives the practice of leadership skills. Older children become natural leaders because they have practiced with the younger child's materials until mastery and thus can show a younger friend how to work. Thus younger children see older children practicing works they cannot yet do themselves, yet now they eagerly await for these lessons so they now can choose these works for themselves.

The prepared environment for children's work. The prepared environment is the Montessori classroom which is purposely and meticulously prepared by the teacher for the children and their work. Rather than rows of student desks all facing the front of the classroom, the teacher prepares and arranges the classrooms' tables, chairs, shelves, educational materials, storage, walking spaces, gathering spaces, and even the works of art to fit the physical, social, and academic needs of the children.

Hands-on educational materials for children. Montessori education is known for its hands-on materials to make abstract concepts concrete and tangible to the child. This means that children must *do something* to complete these works, such as manipulate or move parts of the work or engage in another multi-sensory task. Montessori does not use worksheet, textbooks, or lecture, rather the teacher presents lessons with these materials, and the children learn from them. These materials are diverse in nature, covering the full curriculum in mathematics, literacy (reading, phonics, writing, grammar, research, poetry), the sciences (biology, zoology, botany, chemistry, and evolutionary science), and history (ancient civilizations and world history).

Each work holds certain characteristics that are consistent across all Montessori materials: the materials are attractive, inviting, and they spark the children's curiosity. They are orderly, organized, reinforcing a child's sense of order. They isolate one academic topic or skill so that children can focus on it alone. Materials teach one topic or skill at a time, and therefore they build on each other. Or they add one more element to a greater academic topic or skill, and therefore they add to the children's ever-growing body of knowledge. If the children err in the process, the materials are designed to make the error apparent, so children can self-correct to complete the work. By deeply understanding and internalizing the abstract concepts presented in the materials, children easily transfer what they have learned to standardized tests or other performance-based assessments.

Children's grace and courtesy. Montessori children are known for the way they show simple respect and kindness to others in their actions and words. Lessons in grace and courtesy are in fact a hallmark of Montessori education. Students are given lessons, presented and modeled by the teacher, in correct behavior, in respect for

one another, and in how to treat the environment. Grace and courtesy emerges in numerous and sometimes unexpected ways. After these lessons, children care for, clean, and sometimes even repair the materials in the classroom. They share dinner conversation with peers at their tables as they eat lunch with a complete table setting. They encourage one another in groups as they solve problems or approach a big project together. Grace and courtesy brings about self-peace within the child that is central to deep concentration which is required for intensive study.

Children's need for movement. In Montessori education, bodily movement is acknowledged as a real and significant need for young, growing bodies as well as a child's way of processing knowledge and learning. Instead of students sitting still in desks for instructional time, children are encouraged to move while they work. In fact the educational materials are designed to be hands on, requiring children to move objects to solve problems and to progress in the working task. In the process of doing, of moving, learning takes place. Further, students are encouraged to work in whatever posture makes work comfortable for them; some students choose to work on the floor on a thick rug, some on child-size table, and others stand while working.

Individualized curriculum for each child. Since an AMI Montessori teacher can present every lesson from first through sixth grade, the teacher can match lessons with the child when the child is ready to receive them, rather than working through the academic content of one grade level at a time. AMI teachers observe their children, learn their academic needs, and match work that fits their needs so the children may gain satisfaction with the work they complete. The teacher advances lessons as the child advances, so the child is allowed to progress on his or her own level. This individualized curriculum is helpful for special education students or for those who need remediation. This can be a part of the child's work in the classroom, without being "pulled out" and losing instructional time. Similarly gifted and talented or other accelerated students can receive lessons past their grade level and can concentrate their studies on their special interests.

The cosmic task in every child. Because of the individualized curriculum, the teacher knows each child and is able to guide him or her to studies that interest him or her that brings them to what Montessorians call the child's "cosmic task," each child's unique, positive contribution to society. In Montessori education, each child is seen as having something that the world needs that they can contribute to make the world better and more humane. The Montessori classroom serves as a microcosm of greater society, where children practice making contributions to the community and learning about how others have contributed before them. Montessori education encourages children to find their voice, seek their purpose, develop their skills, and ultimately give back through the gifts, skills, and talents they develop.

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
Children will increase mastery by 2% in literacy.	Montessori Compass	Increase mastery by 2% point per semester	School will maintain the data per child but will report aggregate grade level performance annually
Children will increase mastery by 2% in mathematics.	Montessori Compass	Increase mastery by 2% point per semester	School will maintain the data per child but will report aggregate grade level performance annually
40% of entering children will meet 100% of their literary growth goal.	Northwest Education Association (NWEA) measure of academic progress	40% of entering children	Annually
40% of entering children will meet 100% of their literary growth goal.	Northwest Education Association (NWEA) measure of academic progress	40% of entering children	Annually
Children will perform 5% higher than the combined literacy scores of LRSD, NLRSD, & PCSSD.	PAARC or next generation assessment instrument approved by ADE	5% higher than combined literacy scores of surrounding districts, LRSD, NLRSD, and PCSSD.	Annually, not publicly reporting until third year
Children will perform 5% higher than the combined literacy scores of LRSD, NLRSD, & PCSSD.	PAARC or next generation assessment instrument approved by ADE	5% higher than combined mathematics scores of surrounding districts, LRSD, NLRSD, and PCSSD.	Annually, not publicly reporting until third year
Children will have joyful learning experiences, and parents will have overall school satisfaction.	Child and parent surveys, aggregate scores	Both parents and children will report 5 out of 8 satisfaction on 8 item survey first year, 6+ satisfaction second year.	Annually
Children entering our school with written offenses will show an increase of peaceful social interactions.	Number of written offenses, in each offense category, according to the LRSD student handbook	Children's offenses will decrease overall by 50% and decrease 75% in top category by the end of year 2.	After these children have been with us for 2 years, & only students who enter with documented offenses, no K5

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:

Assessing Our Children, Assessing Ourselves. As we work toward assessing our academically rigorous curriculum and our children's growing knowledge of literacy and mathematics, we must always remember that literacy and math skills are not for the test; they are for the child. Literacy gives the child a way of gathering information, of remembering complex ideas, of hearing others' stories, those experienced and those imagined, and of rendering their own experiences through the deep human tradition of written expression. Mathematics opens the child up to the patterns, organization, and logic of the world, how we number, order, and classify it, how we prioritize it, how we make sense of the abstract--the place value of zero, the concept of money, the passing of time--and how we ultimately account for the greater equations of life when they do not add up to what we expect. These academic skills are essential, equipping the child to understand how the human experience is logically accounted for and then expressed through words. Thus we see children's academic skills as a means to an end. For some children, their academic skills will be a bridge out of poverty. For other children, a bridge toward college or career. But ultimately we hope the intellectual insights children acquire at Rockbridge, those assessed and those not, will be a rock-solid bridge they can rely upon as they journey toward the discovery of their cosmic tasks.

We spoke of cosmic task earlier in the application in the section on innovations. Although this term sounds peculiar to our contemporary ears, Dr. Montessori coined this phrase to remind those of us in Montessori education that the ultimate work of the children is to seek, to discover, and to live out their cosmic task, their special positive contributions to society that make the human community a better place. She spoke of this so often and with so much passion that we saw it fit to put it in our mission statement and to live out this directive. This is our ultimate goal, our ultimate objective, our ultimate test.

And this is more than what is expected from us. The Arkansas Department of Education only requires from us that our children show good test results in academic skills, in "proficient" or "advanced" scores in literacy and math, and thus we at Rockbridge will hold ourselves accountable for this level of academic excellence. In fact the rest of this response will detail the assessment goals and methods that will show these results. Yet we also hold ourselves accountable to make sure that while the children are meeting or exceeding these academic goals they are having what our mission statement describes as a "joyful learning experience." We further hold ourselves accountable to assure the children are gathering a greater self-peace that results in "peaceful social development" in their lives and at their school. And although we may not be able to scientifically assess cosmic task, we hold ourselves accountable in helping each child find a way to live peacefully in the world and contribute uniquely to it. Helping children discover and live out their cosmic task is, in fact, our cosmic task.

Assessment of Literacy and Mathematics. The assessment of our children's literacy and math skills will be determined by three different assessment methods, all of which will aid our understanding of each child's academic progress.

1) Assessment of Montessori Lessons Mastered by Each Child

Details of Chart Information: Children will increase mastery of lessons by two percentage points in literacy, and children will increase mastery of lessons by two percentage points in mathematics, as documented by the number of lessons presented, practiced, and mastered each semester. To assess this, we will use Montessori Compass which shows how Montessori lessons are aligned to Common Core. The school will maintain the data per child but will report aggregate grade level performance annually.

For this class-based assessment, teachers will utilize Montessori Compass in their record keeping. Montessori Compass is an online record keeping system providing Montessori teachers a simple way to personalize each child's academic progress. The teacher can record for each child each lesson presented, each material practiced, each skill mastered. Every Montessori lesson is already aligned to the Common Core Standards so that parents can be assured that their children are receiving an academically rigorous curriculum.

Montessori Compass is needed for record keeping because in a Montessori classroom all lessons are

personalized, determined by each child's ability and pace of mastery rather than a curriculum's pacing guide or administrative requirement. At Rockbridge, children will receive lessons when they are ready, thus no child who has already mastered a lesson must wait for others to do so; similarly no child is made to proceed to the next academic work before mastering the concepts in the previous work. Each child works on the pace that is appropriate to his or her ability and mastery.

We anticipate that the pacing of lessons received and mastered will be slower at first and then increase as the academic year continues. Our assessment of lessons received/mastered accounts for this expectation by increasing the percentage of mastery every semester by two percent. Before the children are normalized, the children are learning how to work in a Montessori classroom, and the teacher must focus some of the instructional time on lessons in grace and courtesy and other lessons that explain class protocols and procedures. Thus we will anticipate that children can receive more lessons, can practice with more materials, and can master more concepts the longer they remain in a Montessori classroom. Thus we anticipate a gradual increase of lessons, given and mastered, over the course of a child's three-year placement in a Montessori classroom.

- *Note on lessons received at first semester's end.* Lessons received by children during the last two weeks of the first semester will not be included in the overall tally of lessons received during the first semester. Rather these lessons will be included in the second semester's tally. This gives assurance to teachers that they can offer continuous instruction in the classroom because these late-given lessons will not skew their "lessons mastered" tally.
- *Note on lessons not yet mastered.* If a child has not yet mastered a lesson during the first semester, it will be counted as received in the second semester and will then be reassessed for mastery.

2) Assessment of Literacy and Mathematics Growth Goals

Details of Chart Information: Forty percent of entering children will meet 100% of their literary growth goal, and forty percent of entering children will meet 100% of their mathematics growth goal. Rockbridge will use Northwest Education Association (NWEA) measure of academic progress and report annually.

Rockbridge children will be assessed through NWEA because we see their assessment methods as personalized, similar to the way lessons are personalized to each child in the Montessori classroom. NWEA tests are adaptive tests, adjusting each test question as the child answers, selecting more challenging or less challenging questions based on the answers given by the child. Thus the test mimics the same type of child-based personalization that we advocate in classroom lessons and Montessori education. Yet NWEA testing is also norm-referenced, so we can still get a sense of how each child is doing among other tested children.

Another advantageous feature of NWEA is the generated list of concepts and skills that each child still needs to master, based on the child's test results. NWEA can provide our teachers with another perspective of the learning that is happening with each child in their classroom; it will give another means of determining if the concepts practiced through the materials are being internalized enough to transfer them to an assessment event.

3) Assessment of Summative Children's Literacy and Mathematics Skills

Details of Chart Information: Children will perform five percent higher than the combined literacy scores of the surrounding districts of Little Rock, North Little Rock, and Pulaski County, and children will perform five percent higher than combined mathematics scores of the same surrounding districts. Scores will be determined annually by PARCC or by the next generation of assessment, determined by the Arkansas Department of Education (ADE).

This summer, the ADE will determine whether PARCC is the appropriate assessment for Arkansas children. ADE will make a decision on the next generation of testing that will determine the yearly summative assessment for our children as well as all other public school students in Arkansas. This decision will create an assessment that will be well established by the time our school administers the test. However at the moment we are writing our charter application, there is much uncertainty, which creates in us a hesitancy in what we can honestly claim will be our testing performance goals when much is yet to be determined. Thus we must be conservative in our approach here. Although we hope to report higher scores than what we state here, we will at least outperform

surrounding school districts' (LRSD, NLRSD, PCSSD) combined scores by five percent, regardless of which assessment the ADE chooses.

Assessment of Joyful Learning and Parent Satisfaction. Although most of our assessments will determine our children's literacy and math skills, we also seek to live out our mission statement that says the children at Rockbridge will have a joyful learning experience. It is not enough for us to have a school in which the academics are rigorous and the test scores are high. We want children to have a joy in learning and a satisfaction in the academic work they do. We also want this joy to be so noticeable that parents recognize and attribute this joy to their children's satisfaction in their mastery of their academic studies. We want children to be so joyful at Rockbridge that their parents are too.

The assessment of joy is not usually a data point acquired in standardized assessments of children, thus we will assess children's joy another way. Anonymous surveys will be created, one designed for children and the other for parents. Both surveys will assess the same information, but they will be adjusted to the reading level and understanding of both parties. The survey will seek to ascertain the level of childhood joy and parental satisfaction of Rockbridge.

By the end of the first year, our goal is to have at least 5 out of 8 survey items (62.5%) answered positively, determined by the aggregate scores of both child and parent surveys in a multi-age classroom. We further our goal the second year by expecting 6 out of 8 (75%) items answered positively, also determined by the aggregate scores of both surveys. The second year expectation will continue with all subsequent years.

We will continue reporting survey data every year, and the surveys will aid in our understanding of how to make more positive and joyous learning experiences for the children. But we suspect that we will see the children's joyful in their own learning even before we report the subsequent survey results. What we have come to see from our own experiences in Montessori education is that the children often complain of summer break being too long, too much time away from their school, from their work. Sometimes the children say winter break is too long as well. When we hear this with our own ears, we will know our mission is being accomplished, and this too will give us joy.

Peaceful Social Development. At Rockbridge, we anticipate we will be able to welcome and to serve children who are not yet peaceful. In fact, we hold ourselves so accountable to help these children acquire a self-peace that we have written into our mission statement the promise that "peaceful social development" will be practiced at Rockbridge. When we speak of a child with self-peace, we are talking about a peace, a calming, an ability to focus and think, a quiet confidence inside the child that is so strong that the child is able to speak and act in kindness to others. It is this type of self-peace, the type which results in peaceful behaviors, which we will help these children acquire. And when they do acquire self-peace, we will record and report their work toward decreasing their offenses so we can celebrate with them when they are successful.

Children who enter our school with a student file and/or a written record citing misbehaviors in their previous school/s will be assigned to this assessment study. Their offenses will be numbered and categorized according to the offense categories in the 2015 Little Rock School District Student Handbook. We will use this handbook because we expect most of our children will come from the district in which our school is located; thus their offenses have a good chance of already being numbered and categorized from this handbook. Any documented misbehaviors that occur at Rockbridge while the child is working toward becoming peaceful will be numbered and categorized by this same handbook which will give us a standard in which to measure the offense. The 2015 LRSD Student Handbook will be used for the next five years to consistently determine the number and category of offenses that have occurred, regardless of which school district the children have last attended. However, the LRSD Handbook will only be used for this assessment study's purpose; the current Rockbridge Montessori School Student Handbook will determine how a child will be encouraged to work toward further self-peace.

- *Note on children who qualify for this assessment:* Only children who enter our school with a transferred student file containing formal written offenses or documented classroom disturbances at their previous schools will be assessed for peaceful social development. For this reason, children entering kindergarten will be automatically disqualified, as will students who enter without a student file given to Rockbridge on or before September 15th of the academic year. We expect our school to welcome more

children with documented offenses as we add grades and thus add older children who may be transferring to our school because of less-than-successful behaviors at previous schools.

After children have finished their second year at Rockbridge, they will become part of the reported results of peaceful social development for the current academic year. Our goal is for children who have completed two years at Rockbridge to have fifty percent less overall documented offenses than the amount in which they entered. Further our goal is for children who entered with offenses of the highest (most dangerous) category to have a decrease of seventy-five percent in this specific category of offense, as categorized in the 2015 LRSD Student Handbook.

In another section of the application that demonstrates the needs for the charter school, we discuss how self-peace occurs through normalization, through a steady process of work that creates the deep concentration and self-satisfaction that produces self-peace and therefore peaceful social development. At Rockbridge, we see children who are not yet peaceful as needing to practice this unique work of normalization that is designed just for them. Instead of ignoring disruptive past behavior or negatively reinforcing the inappropriate behaviors, the Rockbridge staff wants to examine the ability of the Montessori Method to systematically address this specific area of social development. We want to give them the Method so they can work on self-peace. And while they are working, we will be working too, helping them develop and then watching them thrive.

6. Describe the educational program to be offered by the charter school

Applicant Response:

A full implementation of the Montessori Method requires that we rethink the way that students spend their school days and instructional time. In fact, the way that instructional time is often talked about concerns what the teacher is doing rather than what the students are doing. We often see instructional time as the time that the teacher stands in front of rows of students, imparting the same information onto every student sitting quietly at their desks. This model of instruction assumes that every student will be paying attention, learning, understanding, and working on the same concepts at the same time. It also assumes that students learn in the same way at the same pace. This model of instruction does not account for the needs of children, their need for differentiated instruction as well as the particular needs of children with special needs, accelerated learners, or ELL children. Montessorians change the way instructional time is used by seeing instructional time as *children's* time, and children need significant amounts of uninterrupted time to learn. Dr. Montessori called this extended work time, this most academically significant portion of the child's day, the "three hour work cycle."

After Rockbridge children enter the school and eat breakfast, they will begin their academic day at 8:00 am with their three hour work cycle. Actually, they will have a three *and a half hour* work cycle until 11:30 am. During this time, the natural work cycles that children go through will be protected by dedicating each morning solely to children's work. No pull outs, no assemblies, no distractions from this extended instructional time. During this time, children will receive small group lessons from their teacher, but most of this uninterrupted time will be dedicated to children's engagement in deep concentration of sustained practice of academic works that have been presented to them. "Practice" is a Montessori term that describes how children work with a material; they perform the steps of the lesson independently at their own pace as it was modeled by their teacher. They can continue working with the material until they are personally satisfied with their deep understanding of the academic content or skill. Thus the Montessori curriculum gives children the luxury of time to do the long and deep work of learning.

So what will this time look like? From our experience working in Montessori classrooms, we can say that the three hour work cycles often have the noise and activity of a bee hive, a constant, quiet hum and movement that is inherent when children are working. At Rockbridge our classrooms will enjoy the same level of productivity. During their work cycles, some of the children will choose to work independently. They will set up their materials at an independent work table and practice a material by themselves. Others will choose to work together in small groups, relying on each other's academic strengths to complete the material. In fact, sometimes children who are struggling with their independent work will choose to do what everyone does when they get stuck; they go get some help. These children will move freely across the room to ask a friend who is particularly knowledgeable in that academic subject or material for assistance. We know by experience that these peer-assisted learning strategies will be given by an older child who functions as a leader in the multi-age classroom.

Montessori work cycles are made possible because they contain the important element of student choice. During our work cycles, children will choose materials, work on them until they achieve mastery, then put the material away and choose another. Choice gives children intrinsic motivation to do the work because they chose it. Concerned adults might ask about the wisdom involved in letting children make their own educational choices every day. They might ask, how much will a child learn if she or he chooses, for example, studio art during every work cycle? Indeed this might be the case, if the children's choices were not guided by their teacher. Since children can choose only from the materials from which they have received lessons, the teacher is crucial in directing the child in the works they choose. Also, inherent in the Montessori Method is the concept of freedom *with responsibility*. Children know that they are expected to practice all materials, to work in all academic disciplines. Thus they have the freedom to choose *as well as* the responsibility to make good choices. If a child needs help with making choices, the teacher will conference with a child to inquire how to help the child choose a material to which he or she has been inattentive. Together teacher and child can plan into the child's work plan a time where a material can be addressed. Together they can troubleshoot, does the child, for example, need to see the lesson again? Or does the child need to work with a friend? Together they can assure that the child receives the full resources of the classroom and the full Montessori curriculum.

Although conferences with children have to be used occasionally, most of the time children choose all academic subjects on their own. One reason for this is because a work cycle is a generous amount of time dedicated to academic study. Thus a child may not choose a certain material first, but they will choose it because there is enough time to get to it. The luxury of time gives children the luxury of working with all materials.

Another reason why children choose to work on all subjects, all materials, is because the teacher has meticulously created the order and organization of materials on the shelves to help a child understand the scope and sequence of each academic subject. Teachers take great care to arrange each material on each shelf in a sequential way so that children understand what work comes next. The teacher does this by ordering the materials in the same way that one reads a written page of English, that is, left to right and top to bottom.

An example we might offer here is a typical Language Shelf in an early elementary classroom. (We would love to show you pictures of this shelf, as well as pictures of Montessori materials and Montessori classrooms. Just ask; we'll be happy to do it.) The materials on this particular shelf all teach grammar, focusing on the nine parts of speech (noun, verb, etc.). Each part of speech material is colored coded and has several sequential lessons which are organized into stacked boxes and labeled to show their sequence. Children know what material is next for them because the shelf's organization tells them so. By looking at the shelves, they know what current material they are on, what came before it and what will come after it. Also, many of the materials are designed to be similar in the kind of work required, thus children do not need individual lessons on, for example, every box on the grammar shelf. Once they know how to do one kind of material, they can complete many others without further instruction which fosters their independence in learning. Thus children can choose their material and work independently because they understand where they are in their course of study by noting the physical order of the shelf.

Not only does the placement of materials on the shelf organizes academic knowledge, it gives children internal motivation to work toward mastery of the material they are presently practicing so they can receive the lessons that accompany a desired material further down on the shelf. It also creates an eagerness and anticipation to get to the next work as well as a huge satisfaction when a child has completed a whole row of the shelf, then the next row, and the next, and then finally the entire shelf. Their eagerness now lies on the next shelf, the next level of academic work, the one their older peers are working on.

So far, we have spoken generally about how children function in the work cycle, but we need to take a moment to describe the children that we envision might become a part of our Montessori community. At this point we want to be perfectly clear: we will joyously welcome students with learning differences, physical disabilities, special needs, accelerated learners, and ELL learners into our school, as all can thrive in our work cycles, in our Montessori environments.

What we have experienced by working with Montessori children is that the Montessori Method implemented in the educational materials and in the work cycle does in fact work for on-level children as well as those with exceptionalities. It works for children with ADD, ADHD and those with a high need for physical activity, as they learn by doing the materials and move freely about during the work cycle. It works with children with autism and

other spectrum disorders, as they gain a sense of order in the materials on the shelves and sequence to the work. It works for ELL learners as they work with visual sensorial materials to acquire the English language. It works with children with different learning styles, as the materials engage the senses, offering multiple ways to learn: visual, auditory, kinesthetic. It works for accelerated children who can receive lessons on their advanced pace because the teacher knows the entire curriculum and can borrow an advanced material from an upper classroom.

What we have come to understand is what works for children with exceptionalities is what really works for all children. All children can benefit from a time devoted to study, from a workspace that is organized for learning, from hands-on materials, from practice until mastery, and from a self-paced curriculum. All children have strengths and areas in which to grow, so all children can benefit from the release of the pressure of yearly grade promotion. All children can be confident in knowing they will stay with their teacher, their classroom, their work cycle for three years, and longer if needed. Thus in the Montessori Method, in the regular school day, are the needs of children, of all children, carefully and daily met.

Our description of our morning's work cycle has so far focused on the children, but the adults in the classroom, the teacher and the aide, are essential members of the children's community too. However they function differently in a Montessori classroom than they do in a traditional classroom. The teacher is not in front of the classroom, nor is the aide doing errands for the teacher. Rather they are both where the children are, in their working environment, helping the children continue their work.

The teacher's primary task during the work cycle will be to give small group lessons to children. Our teachers will be fully equipped to do this since they will be AMI (Association Montessori Internationale) teachers with the highest Montessori accreditation possible. Children will receive their lessons with just three or four of their peers at a time. Sometimes the teacher, let us imagine a female teacher this time, will present a lesson to just one child, if this is what the child needs. During each lesson, she walks with the child and shows where materials are for a particular lesson. This way the children will see where the material is located in the classroom, for later practice. She will present to these children by modeling how to use the material and in the process explain the academic content and vocabulary, the abstract concepts that are made concrete in the objects that make up the material. She will also show the way the material offers a self-check or self-correcting function so that the children can work more independently. All of the teacher's lessons, how she presents as well as what she presents, come directly from her AMI Montessori "albums," her collection of Montessori lessons, that she has gained from her AMI Montessori training and are aligned with Common Core. While presenting to the children, the teacher will be completely focused on the children and lesson in front of her. She demonstrates to the children the concentration and work it takes to understand a complex academic skill.

The role of the aide will allow the teacher to engage in these concentrated small group presentations because the aide will attend to the children's needs while the teacher presents. The aide can get the supplies, can answer the quick question, can redirect a child back to his or her work. The aide's work allows the continual peaceful flow of the classroom. Thus the teacher and aide have different roles but work together to provide the adult support the children need in their work cycles.

At the end of the work cycle, the children will be invited to the dining hall for lunch and will dine from 11:30 a.m. until noon. We offer in the food service section of this application a detailed discussion of how Montessori lunch is enjoyed by the children and how it is also used as an educational opportunity to practice dining etiquette.

At noon, the children will enjoy recess, outside in the green common areas. Children can choose their recreation during recess. They might organize their own pick-up game of a sport of their choosing, or they might play on the playground equipment. When working with other Montessori children, we have seen children choose their time during recess to serve as an extension of their academic work, repeating beloved lessons their teacher has shown them, such as finding and classifying different species of leaves or recreating the "Parts of a River" lesson by pouring water into a hand-built trench, with all parts of the river hand-built by them and their peers. Children will practice peaceful social interactions during their recreational time, remembering the lessons of grace and courtesy they have received, such as taking turns, complementing one another on a success, and treating each other with kind words and behavior. The children's aide will be present to remind children that grace and courtesy applies to the playground as well as to the classroom.

The children will return to their classrooms at 12:30 p.m. to begin their second work cycle or to begin their

academic enrichments, offered by members of the central Arkansas community. Although we are still determining the best options for the children, we know we want local Arkansans to share their talents and skills with our children. Local gardeners have already volunteered to help our children plant and grow our vegetable and flower gardens. Arkansas artists will share their love of art or music. We are currently working with a local public library to provide us weekly with fiction literature and children's poetry. A few of our own aides will have talents in leading physical education, playing instruments, or teaching a foreign language. Other children will spend their afternoons with a teacher or curriculum director, receiving one-on-one support for reading or math. Some of these activities will be enjoyed by a whole class to create a greater sense of community, yet other activities will be done in small groups.

The later afternoon, from 1:30 pm-2:45 pm, is dedicated to children's reading and writing. What the national Montessori community is discovering is that public Montessori children need more time to learn to read and write. Thus our day will end with attention to these literary activities.

For the younger child, the Montessori Method is fully equipped to give multiple ways to bring the child into what Montessorians call "total reading." Children's fluency and comprehension will come through Montessori works on sight words, phonics, alphabet letter formation, spelling, and modeled reading. Part of this time is for pleasure reading, enjoying silent reading from the literatures brought from the library, listening as a whole group to a piece of fiction read by the teacher, or reading aloud in pairs or small groups while the teacher and aide assist where needed. For older children, they will also organize their own literature discussion groups, where they will choose a book they all will read, read the book independently while preparing notes and questions, and then engage in a literary discussion over the contents of the text.

Writing instruction will also be a part of the afternoon, with emphasis on the writing process. Different genres of writing will be encouraged, as students get their first taste of being both fiction and nonfiction writers as well as poets. Children will draft their first drafts by hand, and then work toward revising and editing their drafts. They will engage in writers' workshop, where each child reads his or her text aloud in a small group, and the other members give suggestions for revisions. Children will revise for content, voice, and clarity as well as edit for punctuation and spelling. They might type their final drafts or write them in their best cursive or print to keep in their writing portfolios. Or they might use technology to create a presentation of their work to show to their peers.

We will also utilize this time for test preparation during the spring semester when the children look forward to showing what they know in the upcoming standardized tests. The afternoons will be dedicated to teaching children the testing format and test-taking skills they will need so they can translate the knowledge they have gained in their materials to a paper-based or computer-generated test.

The last few minutes of the school day will serve as our time to not only pack up personal belongings but also make ready the classroom for the next day of work. Children will, for example, straighten up the materials on an academic shelf, feed the class pet, or water plants. In this way, children care for their environment, giving them a sense of ownership of their classroom. As they finish their day, they can take pride in knowing their work contribute to their classroom's order and beauty.

7. 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 Common Core State Standards as adopted, and periodically revised, by the State Board of Education.

Applicant Response:

When Arkansas joined the many other states across our nation that adopted and implemented Common Core, we began to inquire on how Montessori education, an established curriculum implemented over a century ago, met the high academic expectations that are now articulated in Common Core. We discovered that the greater Montessori community had done the work to create alignments to show how Montessori education meets or exceeds Common Core standards. This crosswalk document can be found at: <http://montessoricompass.com/common-core>

Because Montessori education meets or exceeds the high expectations of academic rigor that is present in Common Core, we can be assured that when our Montessori teachers are teaching Montessori, they are indeed teaching Common Core. To further assure that our teachers are teaching the purest Method of Montessori, they will go to the training that will certify them as AMI (Association Montessori Internationale) teachers. We want to give our children the best by giving them the best teachers. And the best Montessori teachers are teachers that go to AMI training.

The way Dr. Montessori decided to disseminate her Method and to assure her teachers were following the Method with fidelity was to establish Association Montessori Internationale (AMI), which trains teachers today according to the way that Dr. Montessori did originally. It is this AMI training, the training that offers the purest form of Montessori, that our teachers at Rockbridge will receive.

AMI training is just as rigorous professional development as it was when Dr. Montessori established AMI eighty-five years ago. Angelina Lillard in *Montessori: The Science Behind the Genius* documents the consistent training that AMI teachers, like our own, go through. Like all other AMI teachers, our teachers will spend thirty weeks, three of their summers, to receive lectures on the Method and to see and record all lessons for first through sixth grade. They will take their notes from these lectures and lessons and create several “albums,” which are essentially a handwritten curriculum, complete with pictures of materials, of the Montessori lessons which will accompany them to their classrooms. They also make many of the hands-on materials for themselves for the children to use. By making these albums and materials, our teachers will internalize the lessons they will present to the children. After their first summer, our teachers will go for several weeks to observe and record other AMI classrooms as well as to perform a teacher practicum where they practice teaching lessons under the guiding eye of an AMI teacher. Our teachers will undergo the same strenuous final examination which includes written as well as oral tests.

The teacher is the most influential person in the academic life of the child because it is the teacher who determines what and how the children will be taught. We want our teachers to be faithful to Common Core by being faithful to Montessori.

8. Describe the manner in which the school will make provisions for the following student services, even in those areas for which a waiver is requested:

A) Guidance program;

Applicant Response:

Rockbridge Montessori School seeks to apply for a waiver for the position of counselor, but we offer here a description of how we will provide for this student service.

A common saying in Montessori education is spoken from the child, "Help me do it myself." This attitude is what a guidance counselor works to foster in their students in a traditional school. School counselors work to help students do it themselves in terms of modifying their own negative behaviors that affect the classroom, coping with their own crises, and finding their own paths toward college and career. Yet in Montessori education this help does not come from an adult outside of the classroom; it comes from the Method itself, from a guiding teacher, and from the lessons themselves that inspire a child to follow the path that leads to his or her cosmic task.

The Montessori Method allows the children to work on materials to gain a deep concentration which creates a strong self-peace through normalization. Children experience this peace that pervades their sense of self, their ability to cope, and their relationships with other peers and adults. We have discussed the effects of normalization in detail in the section on the student performance data that demonstrates the additional reasons for the need for the charter school, but we wanted to mention it here because many of the behavior problems that counselors address through the writing of behavioral plans or through extensive conversations with disruptive students are resolved through the normalization process that is already present in the Montessori classroom.

Traditional counselors also seek to help students in crisis. We acknowledge the benefits that occur when an adult advocate is dedicated to assisting a child in crisis, whether it be abuse, a death in the family, a parents' divorce, homelessness, or a lack of food or clothing at home. A child in crisis in a traditional school gets sent to a counselor. According to the American School Counselor Association (www.schoolcounselor.org/asca/media/asca/home/ratios10-11.pdf), in 2010-2011 each of Arkansas' counselors had an average of 316 students. The Association recommends only 250 students per counselor. Both numbers indicate the impractical amount of students that one counselor must serve. No wonder when a referred child is in true crisis a traditional counselor often does not know the student by name and must often rely on student's file and a written teacher referral to begin to help the child. Yet it is this adult that the child in a traditional school must confide in and rely upon in a time of crisis.

In a Montessori classroom, the teacher stays with the child for three consecutive years. The teacher has time to learn not just the academic skills of a child, but the child's home life, family structure, physical needs not met at home, what the child acts like on a typical day and what is atypical. The teacher knows the child and develops a relationship with the child that can be sustaining during crisis. This teacher can receive professional development to see warning signs or to know the necessary steps to act upon. But mostly the teacher has the time to work with and be with a child in crisis. The teacher's time with the child creates a relationship with the child that creates support and advocacy in a time of need.

Finally guidance, in its original definition, spoke of guiding and mentoring so that children can see the paths in which they should go. A primary goal of Montessori education is helping children find their cosmic task, that is, their unique positive contribution to society. Montessori education does this in many ways, but all of them are tied into the Montessori curriculum they are already learning. One example can be seen in the Montessori lessons in which children study the origins of each academic disciplines and the people, named or lost to antiquity, who helped create each field of study. They learn that people uniquely contributed to their classroom by passing along their knowledge to us. Children also research, write, and present to their peers on people, living today and yesterday, who have made significant contributions not just in academics, but in the arts, competitive sports, peace advocacy, humanity rights, civil rights, inventions, business, law and government. When children understand how others have contributed, they begin to search for their path, their talents and

skills that will give a significant contribution first to the classroom, then to the school, and then to their greater community. Montessori education's work toward helping the child find his or her own cosmic task is guidance in its truest form.

B) Health services;

Applicant Response:

Rockbridge Montessori School seeks to apply for a waiver for the position of nurse, but we offer here a description of how we will provide for this student service.

In traditional education, the physical needs of the child are mostly the concern of one individual, the nurse. It is this adult who often works by his or herself to attend to all the physical needs of all of the children in one school. The nurse works to provide first-aid, resources for healthy living, a safe physical environment for the children, health screenings, and resources to provide food and clothing for those in need. In Montessori education, the physical needs of the child are just as important as the academic needs, and thus the work toward the health services for the children will be shared by the whole staff.

In the section about job descriptions, we mentioned that each classroom aide will offer a unique contribution to the classroom and/or school, and health services is a good example of how an aide will offer an additional skill or service that our children will need. One aide who is eager to serve at our school will serve our children's on-site first-aid needs. She has a college degree in kinesiology (study of muscles and bodily movement). She has served as an athletic trainer for the Arkansas Razorbacks, so her background is in the evaluation of injuries as well as in devising and following a rehabilitation plan. She is also a certified first-responder and has had EMT training. She is certified in Red Cross first aid, CPR, and AED (Automatic Electric Defibrillator). She is well-prepared to handle any first-response medical needs our children may have. Our students also need to learn about healthy living, and one important element of health is exercise. Our in-house kinesiologist will provide classes in physical education, as this is her area of expertise.

However the physical health of the children is not the responsibility of just one person. This should be shared by all the Rockbridge staff. The safety of students in particular is a responsibility that can be addressed by each Montessori teacher as they work toward providing a safe classroom. Before the children set foot in the classroom, the teacher will create a prepared environment, a classroom that has been purposefully designed by the teacher to reassure the students have a safe physical space that facilitates learning. While the teacher sets up and organizes the classroom, the teacher will work with the Curriculum Director to consider safety issues, such as the safe placement of electrical cords and the full access to emergency exits. Further the School Director will devise a school-wide system of safety by implementing emergency drills, such as fire and tornado drills, so children can practice being safe at our school.

The School Director will work with the School Board's Member at Large in charge of volunteers to also reach out to the central Arkansas medical community to aid in providing free health screenings. Medical volunteers can give visual and auditory screenings, can check vitals (pulse and blood pressure), and monitor for weight and BMI (body mass index). The School Director and Member at Large will also work together to find members of the community who run a food bank and a used clothing depository to meet the physical needs of our low SES children.

C) Media center;

Applicant Response:

Rockbridge Montessori School seeks to apply for a waiver for media services, but we offer here a description of how we will provide for this student service.

Montessori education does not use textbooks for instruction. Rather Montessori teachers prefer children to have access to academic information through a medium that requires and inspires them to research, discover, explore, and learn about an academic topic through the process of reading and researching. Montessori teachers work toward connecting the right text or resource to the child that needs the source to engage in research, and part of the teacher's work is finding the appropriate text that is on each child's reading level so

that all children can read and research independently. Thus Montessori classrooms usually contain a variety of texts and written resources on a range of reading levels that are directly applicable to the lessons that are presented through the Montessori curriculum.

Montessori classrooms essentially have their own nonfiction libraries filled with quality children's nonfiction literature that children can read by themselves, such as nonfiction books on a single subject matter or a collection of subjects, children's trade magazines, dictionaries, thesauruses, and access to print or online encyclopedias. Classrooms are also well stocked in texts that require the reading and understanding of visually-organized information such as charts, graphs, maps, timelines, works of art, and works of nomenclature; the children become accustomed to accessing information using these visually-organized resources and this fulfills a standard of Common Core and Arkansas Frameworks.

Montessori teachers also thoughtfully consider the placement of books and other print-based information. Books are not all placed on one classroom shelf, rather teachers organize the books by the academic discipline they primarily represent and place the appropriate books on the shelves that holds them and the materials children work with. For example, when giving the Story of Numerals, the Montessori teacher shows the children the books on mathematical topics that are placed in the math shelves; their placement encourages the children to read these texts to supplement and further inform them on the math materials they are doing. Teachers go through the same thoughtful placement of visually-organized information as well. The chart, map, or other visual resource is displayed or placed at the child's level in the area of the classroom that the child will use the resource when studying from the particular academic subject.

Although our Montessori classrooms will be filled with books, we also seek to acquire additional resources for our children. We have contacted a local public library who offers a weekly children's program. They could come to our school and supply us with at least two hundred books a week and also provide a weekly story time and other literary activities. In this way children can also read fiction literature, poetry, and other volumes as well as learn to take care of books and borrowed materials.

Finally, computers will be available to children in their classrooms as we have already budgeted for technology. One of our school board members is a technology specialist and can install the classroom computers for us, connecting them to our network. If a bus becomes available, we can also have the option of going on a regular field trip to the same public library so that our children can have access to their computers in their media center.

D) Special education;

Applicant Response:

In the section describing of our educational program, we welcome children with exceptionalities into our school and into our Montessori classrooms, as we see these children as having a special place at our school. We further welcome children with exceptionalities by giving them the support they need by employing a teacher who is certified in K-12 special education. We welcome them because we know that Montessori classrooms make the difference with these children. Children with exceptionalities benefit from a morning work cycle devoted to study, from a prepared environment that is organized for learning, from hands-on, sensorial materials, from practice until mastery, from a self-paced curriculum, and also from a community of peers and adults that value them as treasured members of the classroom.

We like the way Dr. Jean Miller, an AMI Montessori trainer, describes why children with exceptionalities find a home and a place inside Montessori classrooms. She equates the Montessori classroom to a grand feast, a massive table prepared with fare of every kind, a grand meal where all the children come together, sit, and eat, and where everyone gets what they need. All needs are acknowledged; all needs are met. And they all feast together. This grand feast occurs every day in the Montessori classroom, during the morning's work cycle where all of the children are working on materials; all are getting what they need. Some of their needs can be met by their friends in the classroom that can offer help or a word of encouragement. Through work and through friends, a Montessori community is built, sustained, and feels a loss when one of its members is absent.

Because each Montessori classroom treasures each member, we at Rockbridge are determined to serve children with special needs *in their classrooms*, rather than pulling them out of their classroom for special

services. The special education staff will come into the classroom and provide personalized lessons for these children so that they can successfully work in the classroom for their entire morning work cycle with their community who needs them. Thus we will offer special education services utilizing an inclusion model within the regular classroom setting to the maximum extent possible. Each member of the classroom is valued for who they are and what they offer, and this can be said of all children in the classroom, where children with exceptionalities are no exception to this rule.

The National Autistic Society recently endorsed Montessori education as an excellent educational fit for children with autism and other spectrum disorders. What the special education field is realizing is that children with exceptionalities thrive in Montessori communities, and so do their peers who realize how important each member of the community, each friend, really is.

E) Transportation;

Applicant Response:

Rockbridge Montessori School seeks to apply for a waiver for transportation, but we offer here a description of how we will provide for this student service.

Our hope is to someday provide bus transportation to any child who wants to attend our school. Until this is financially possible, we will take steps during our first years to offer alternatives to school bus transportation by ascertaining the current transportation needs of our students. A simple, temporary solution might be to encourage parents to organize a parent-initiated carpool system for their children.

Yet we know this is not enough. We want to be an active part of the solution to our school's transportation needs. Thus we have purposefully chosen our school's physical location as a site that is possible for low social-economic children to come to us, since we are not yet prepared to bring them to us. Our school's location will be located near the interchange of interstates I-30 and I-630 on an exit, thereby allowing for quick drop off and pick up for driving parents. Our school will be one block from the public bus stop, so we could provide public bus passes for children, if parents are responsive. This option might become more viable as we add grades, as the children become older. Our school is also located within a neighborhood and a community so we will actively seek enrollment from the local neighborhood children who have the option of walking or providing their own transportation on a limited gas budget.

We also will have transportation needs during the school day, as children will need an occasional field trip to further study an academic subject that has drawn their interest. We plan to charter buses, or use public transportation, or use a donated school bus for field trips and other outings. One of our faculty members already has his CDL Class B license; he could provide this service for the children at no additional cost to the school if a donated bus became ours. If we acquire a bus, we will follow all regulations required by Arkansas law concerning the transportation of children, bus drivers, and bus maintenance.

F) Alternative education, including Alternative Learning Environments;

Applicant Response:

Rockbridge Montessori School seeks to apply for a waiver for an Alternative Learning Environment, but we offer here a description of how we will provide for this student service.

In their "Policy Brief" in May 2006, University of Arkansas' Office for Education Policy offers descriptions concerning different types of Alternative Learning Environments (ALE's). Their "Policy Brief" mentions that although ALE's are thought to mainly serve at-risk students, "Some ALEs simply employ non-traditional methods of teaching (e.g., Montessori schools)." Montessori schools are the only schools mentioned by name in this "Brief," therefore the University of Arkansas identified only one type of education, Montessori education, as particularly fitting of the description of an ALE. Montessori education does indeed offer an *alternative* to traditional education. It is indeed an *alternative learning environment* that offers children a richly prepared environment, and it does indeed employ *non-traditional methods of teaching* through the Montessori Method. Thus, the University of Arkansas was right in their assessment; Montessori schools are ALE's.

The good news concerning Montessori education is shrouded in the “Policy Brief” becomes the “Brief” lists the usual student populations of most ALE’s: students who bring drugs, weapons, or violence to school; students with poor grades, problems with truancy, disruptive behaviors, and/or multiple suspensions and expulsions; students who are pregnant and other students who have a high risk of dropping out of school. This list of students saddens us because we know these students’ at-risk behaviors did not start when they joined an ALE. Their difficult histories began before their enrollment, and there could have been preventative measures along the way that might have created an opportunity for these students to change their paths.

This is the reason why we at Rockbridge see our work with young children as critically important - because their paths are not yet set. In the section on the student performance data that demonstrates the additional reasons for the need for the charter school, we discuss the problems of bullying facing traditional schools and how the process of normalization addresses these harmful words and acts. Normalization leads a child to a calming, confident self-peace that brings forth the best in the child so that friendships occur because of the children’s kind acts and words. But normalization also helps children who have other seeds of at-risk behaviors, behaviors that might eventually label a child as an at-risk student.

For normalization to occur, children who are not yet peaceful need significant amounts time to work in their Montessori classrooms; they specifically need the morning’s work cycle in their prepared environments with their peers and teacher. If at all possible, they need to stay in their classrooms even if offenses occur so that the class can form a community which sees each member as treasured and needed. Removing these children from the classroom does not help them see the effects of their behaviors - how the girl had sad feelings because of those words, how the material cannot be used now that it is broken, how the class was upset by the disruption, but also how classmates made gestures of renewed friendship after the offense, how they showed patience and understanding as these children continue to work toward normalization and towards finding the self-peace that redefines them.

G) English Language Learner (ELL) instruction

Applicant Response:

Rockbridge anticipates and welcomes children who are ELL (English language learners). Two of our staff will have their ESL certification, and one speaks fluent Spanish. She is currently employed to translate Spanish for children and their families at Arkansas Children’s Hospital; she also translates for the juvenile justice system, which required her to pass language tests to prove fluency in conversational Spanish as well as in legal terminology. She will be an enormous asset in communicating to our Spanish-speaking parents about their children’s progress during parent/teacher conferences and other times.

Further, there is much talk in traditional education about reaching ELL by “doing the lesson backwards.” What ESL teachers mean by this is that teachers should start their academic lessons by doing the most hands-on, most visual, or most engaging part of lesson first and then finish the lesson with the parts that would normally come at the beginning, the textbook reading, the note taking from the teacher’s lecture, or other word-intensive assignments. Montessorians would agree that the method on hands-on engagement would be enormously beneficial to ELL children, but Montessori teachers do not have to change their Method to benefit these children.

Every Montessori lesson is accompanied with a material containing touchable, movable objects that reveal the essential elements of the learning and the academic skill or content. When a Montessori teacher gives a small group presentation, the teacher does not just talk, discuss, or lecture, but rather the teacher *shows* the children how to work by demonstrating every step. This Method of instruction is particularly helpful to ELL children because the demonstration accompanies the words. The words are not presented in isolation but rather serves to make sense of the material and academic content. Thus the teacher gives the academic vocabulary and the explanation of the academic work while the ELL child sees the most hands-on, most visual, and the most engaging part of the lesson. In fact, the engaging part of the lesson is actually the whole lesson, so ELL children are not discouraged; they are engaged the whole time. The words they receive are the academic vocabulary that helps them to process the knowledge acquired and to express it in English.

Also small group presentations are particularly beneficial to ELL children because of the proximity of the child to the teacher. The Montessori teacher, the lesson, and the demonstrated material are physically close to the ELL

child in a small group presentation, and thus the teacher can closely monitor the responses and attention of the ELL child, to see that the child is engaged and is understanding the words in English but also the new academic vocabulary. An example of this is when a teacher performs what Montessorians call a “three period lesson” which a teacher will do with every group toward the end of a lesson. Let us imagine this time the teacher is giving a lesson, introducing the verb, to an ELL male child. The Montessori material that accompanies this academic word is a red, wooden circle that represents the action a ball can do and therefore the part of speech that gives action to the sentence. The lesson on the verb itself is the “first period,” where the teacher uses the new vocabulary while demonstrating the material. As the lesson is concluding, the teacher continues with the “second period” by making a request that does not require him to respond verbally, but rather asks him to use his body to respond, “Point to the verb that gives the action in the sentence.” The teacher then concludes with the “third period” by asking a question in which the new vocabulary is required. The teacher points to the wooden circle representing the verb and asks, “What is this?” Thus an ELL child receives three moments where the vocabulary is given and then required. Sometimes an ELL child understands an academic subject, but does not yet have the words in English to express his knowledge. Because the material is hands-on, the ELL child can let his hands do what his words cannot yet do - show what he knows.

We also want to share the ways in which Montessori reading and writing makes word-intensive tasks into work to do. In learning how to read and write, all Montessori children trace letters in the sand; they spell out words by taking the appropriate letters out of an alphabet box; they match words with picture cards; they *do* things with words. And much can be gained by *doing the work*, by manipulating the material and engaging in that deep practice that generates academic knowledge and the words that describe it. ELL children can also acquire English words in the same manner, by doing the work that creates the mastery.

H) Gifted and Talented Program.

Applicant Response:

Rockbridge Montessori School seeks to apply for a waiver for the position of GT, but we have offer here a description of how we will provide for this student service.

Montessori is a self-paced curriculum, and often this element of Montessori education is discussed in terms of a child who is academically struggling and needs additional time and practice for mastery. But self-pacing is also incredibly beneficial to gifted and talented (GT) children. A chronic complaint from GT children in traditional classrooms is the element of boredom, of having to wait until all of the children in the classroom complete an assignment or understand an academic concept. A GT child's academic life becomes one of patiently (or sometimes impatiently) waiting on peers, with an occasional reprieve offered by a pull-out with the GT teacher.

The Montessori classroom relieves GT students from fulfilling only “on-level” study and challenges them to work and study as extensively as they desire. As we have discussed in the section concerning our educational program, Montessori works for accelerated learners because these children can advance as quickly as they are able, receiving differentiated instruction on their advanced pace because the teacher knows the entire curriculum and can borrow an advanced material from an upper classroom. It also works for GT children because sometimes a GT child will develop a passion for a subject matter that they are encouraged to further explore on their own, becoming the class expert --learning beyond the knowledge of even the Montessori teacher! Montessorians speak of their class' zoologists, Egyptologists, botanists, historians, mathematicians, artists, poets, and fiction writers. They talk of the child who masterfully plays a musical instrument, who understands humor, who knows every country on the globe, who serves as the class' literary critic of juvenile literature. When a GT child develops an area of academic interest, a passion really, the GT child has a chance to grow and nurture it in the Montessori classroom.

Montessorians often talk about a child who self-assigns and then engages in an extraordinary expansive academic work as doing a “great work.” And Montessori children, GT or not, do great work all of the time. For example, we submit in our addendum a letter of support by a rising GT freshman who spent seven years in a Montessori school. [REDACTED] recalls a time in second grade that she became interested in the periodic table from an initial lesson her teacher presented, and she set about to record for herself every element on the chart. With

stacks of cardstock squares, [REDACTED] wrote in each element's full name, atomic number, atomic weight, its abbreviation, as well as a hand-drawn picture of each element. Her passion and commitment to her work drew the admiration and assistance from others in her classroom. When her great work was finished, she could assemble the periodic table herself, without any assistance from her teacher or from the original chart. [REDACTED] is now entering an arts and science magnet public high school as a science magnet student. Her great work in second grade will now assist her knowledge as she enters high school science classes, like chemistry. It is this kind of work that can make Montessori GT children thrive, as their academic learning becomes as great as the work they do to obtain it.

A final consideration of GT children needs to be addressed here. Sometimes a child is gifted and can accelerate in one academic area but needs a slower pace in another. Sometimes a GT child is, like most of us, not GT in every academic subject, in every academic skill. Because the Montessori teacher offers lessons that meet the GT child's academic needs at their current pace, GT children are not pressured to "be GT" in every academic subject, in every think-outside-the-box scenario. They can be who they are academically, where they are in their course of study.

9. 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:

Rockbridge Montessori School will serve the central Little Rock region. The Little Rock School District schools that are in close proximity are Washington Magnet Elementary, Rightsell Elementary, Rockefeller Incentive Elementary, Booker Arts Magnet Elementary, Forest Heights Middle, Mann Magnet Middle, and Dunbar Middle School.

Because some of the founders of Rockbridge Montessori live in many of the surrounding areas of central Arkansas, we might get the opportunity to serve a few students from the North Little Rock School District, Pulaski County School District, as well as the Benton and Bryant School Districts.

As an open-enrollment public charter unrestricted by district boundary lines, Rockbridge may potentially attract students from throughout the Central Arkansas area, but it is anticipated that the vast majority of our students will come from the districts listed above.

According to the 2013-2014 enrollment information housed on the Department of Education Data Center's website, there were 23,676 students enrolled in Little Rock School District; 8,553 students enrolled in the North Little Rock School district; 17,060 enrolled in the Pulaski County Special School District; 4,922 students enrolled in the Benton School District and 8,862 enrolled in the Bryant School District. At the school's maximum enrollment of 325 students, it is estimated that up to 185 students would come to Rockbridge from the Little Rock School District; up to 60 students each from the North Little Rock and Pulaski County Special School Districts and up to 10 students each from the Benton and Bryant School Districts.

There are also private preschools located close to our school's proposed location, Scholastic Academy Private Preschool and the Early Childhood Education Program (6-weeks through P4) at Trinity Cathedral Episcopal Church. Trinity Episcopal Church offers on Sundays the Catechesis of the Good Shepherd, a Montessori religious curriculum, so parents might already be familiar with Montessori education and thus be relieved to know that Montessori would be available to them tuition free.

Montessori education is established in the private sector in central Arkansas with at least seven Montessori schools currently in central Arkansas. The newest one, Urban Garden Montessori School, will open in Fall 2014 at 610 Main Street, on the *same street* as our school's proposed location (Main and Roosevelt). Although students whose family can afford private tuition is not our primary targeted student population, we might attract a few students whose parents are struggling to pay tuition yet still want Montessori education for their children. They might be encouraged to know there is finally a public charter school option for families in Arkansas.

There are also several traditional private schools in the Central Arkansas area. It is possible that Rockbridge will draw from this population as well, along with home schooled students, thus further reducing the impact to the Little Rock School District and the other districts listed above.

10. 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:

In our work toward annual reporting, we find that different audiences require different methods of dissemination. Thus we will employ different methods to disseminate the annual reports when we are reporting to the Arkansas Department of Education (ADE) and to Rockbridge parents and the greater community.

Reporting to the ADE. Rockbridge will prepare a formal Annual Progress Report in compliance with Rule 7.02 of the Arkansas Department of Education Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts. The report will include the school's assessment results of its academic performance as well as on the assessments of joyful learning experiences and peaceful social development, as laid out in our assessment sections. To disseminate the annual report, we will post the report to our school's website, to the Arkansas Democrat-Gazette (or similar local newspaper), and to any other medium required by law, before November 15th.

Reporting to the Parents and Community of Rockbridge. Because we are targeting families with low SES, we cannot expect our parents to have access to the technology which would allow them to view the annual report in the ways the ADE will. Further, our work in education has shown us that most parents do not fully understand the content of annual reports that are disseminated to the ADE or to other expert groups of educators. Rather parents require and appreciate annual report information that is carefully prepared for them, for their understanding of their own children's academic and social performance as well as a general knowledge of the performance of their children's school. Thus our methods of dissemination to parents and to the greater community will be more personal, catering to their specific needs.

Parent-Teacher Conferences. Because children will have the same Montessori teacher for three years, the teacher can incorporate into the scheduled parent-teacher conferences additional time to review with parents how their children performed academically on the standardized tests of the previous year/semester. For all parents who come to parent-teacher conferences, the teacher will go over the assessments with the parent, explaining what his/her child's scores indicate, explaining where his/her child is in terms of meeting academic standards (for criterion-referenced tests) and/or in comparison to other children taking the same test (for norm-referencing tests). Investing time to personally communicate with parents will help them understand their children's academic skills as well as become an informed advocate for their children and for Rockbridge.

Parents' Night. Since our Parents' Nights will already serve as informative meetings about how Montessori helps children understand academic concepts and skills, one yearly Parents' Night dedicated to the explanation of testing of academic skills makes sense; parents need to see how Montessori "translates" into academic skills that are assessed. This Parents' Night will meet all conditions for it to serve as the required public meeting on our annual report, but it will also allow for a greater conversation to occur about meeting the school's academic performance objectives, its work toward testing, and how parents might further help their children during the year as well as during the testing season. The School Director and/or Curriculum Director will be available to explain the results of testing and other elements of the annual reports as well as to answer questions from parents and the community. We also hope this is a time where we can receive feedback from parents and community on suggestions to how to improve the school.

Online and print-based reporting. Finally, parents and community members will always have access to all reports generated for the ADE and other legal purposes. Parents and interested parties can access all reports on our school's website or through email as we will send all reports to parents whose current email we have on file. Or we simply will provide parents and/or community members print copies, upon request. The School Director or Curriculum Director will be available, by appointment, to answer any and all questions about the annual report.

11. Describe the enrollment criteria and recruitment processes, that will provide an equal opportunity for all parents and students to learn about and apply for admission to the proposed public charter school.

Applicant Response:

Enrollment Criteria. In accordance with federal laws, no student will be denied admission to Rockbridge Montessori based on race, ethnicity, national origin, disability, aptitude, or athletic ability. The school will be open to any child who is eligible under the laws of the State of Arkansas for admission to a public school, and the school will ensure compliance with all applicable anti-discrimination laws governing public schools, including Title VI of the Civil Rights Act and the laws of the State of Arkansas. New students will be admitted each year without regard to prior measures of achievement or aptitude, athletic ability, disability, handicapped condition, ethnicity, race, creed, gender, national origin, religion, or ancestry.

Further, Rockbridge Montessori welcomes any and all children, whether or not they have had a previous background in Montessori education.

- Any child whose fifth birthday is on/before August 1 may apply for admission to kindergarten.
- Any child K5 through fifth grade, either by age or documented academic performance levels, may apply for admission to the early elementary (1st - 3rd) and/or upper elementary (4th - 5th; 6th grade will be available in 2017) as well as the adolescent community (when 7th - 8th grades begin in 2018).

Recruitment Process. Rockbridge Montessori School will begin by recruiting through the normal means of media, through the ads in the newspaper, the public hearing, promotional print media like fliers and brochures, through technology such as our website, social media, and links on our website that explain what is Montessori education. Yet we have concerns with these usual means of recruitment because Montessori education is not well known in the public sector of central Arkansas, but it well established in the private sector. We foresee that the news of a free and public Montessori school might spread quicker to the Montessori private school community than to public school parents who are only familiar with traditional schools. We specifically are worried that recruitment through technology might in fact limit our recruitment efforts to families that can afford full access to the Internet. In fact we anticipate that public school parents, and especially low SES families with little or no access to Internet, will have little or no knowledge of Montessori education and will have limited ways of learning about it. We also anticipate they will need more time to hear about, investigate, and then choose Montessori education for their children.

During their time of discovery and exploration, we do not want the lottery to be filled solely with Montessori private school children whose families can already afford private tuition. Although we welcome Montessori children from private Montessori schools, our targeted student population is low SES families who deserve, just as much as tuition-paying families, to have a true alternative to traditional education, to have the full benefits of Montessori. Thus our recruitment process is designed to target low SES families that are close to our proposed school's location, to recruit from our own neighborhoods.

Rockbridge founders will focus its recruitment on the specific families we are targeting--through a local neighborhood campaign. We will knock on doors and talk to families directly. We will spread by word of mouth, which often travels faster and further than any promotional material. We will specifically target the outlying areas around the Governor's Mansion Historic District, giving these families the most current information about our school, so they can sign up for the lottery and have a good chance of admission. We truly want Rockbridge to be a public school with public school children, so we will actively recruit to make it so.

Enrollment Criteria for the After-School Program.

If a child fulfills the enrollment criteria for enrollment at Rockbridge, then the child also can enroll in our after-school program, if parents deem that this additional service is needed. Our after-school program from 3:00 - 5:30 pm will be provided at a minimal cost to our parents. This program will only be offered to our school's children. This time will include a nutritious snack, extended time for recess and physical activity, as well as a short time for doing the homework of reading aloud and/or math facts. If parents are willing to pay an additional cost, individual or group lessons (martial arts, dance, guitar, etc.) could be offered.

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.

- ☒ Children of founding members of the charter school
- ☒ Siblings of enrolled students
- ☐ No enrollment preferences (No other boxes may be checked in order to select this option.)

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

- ☒ Yes
- ☐ No

Describe procedures for conducting the lottery process, including the timeline for enrolling, the date of the lottery and the way in which students will be placed on waiting lists. Explain how the charter will ensure that the lottery process is transparent to the public.

Applicant Response:

Lottery Process. Families who wish to enroll their children in Rockbridge Montessori School will sign up for the open-enrollment lottery, which will be available from the day the school has been approved by the ADE (or September 1 in its second or sequential years) until March 14. On March 15, enrollment will be determined for the next academic year.

- If the number of eligible applicants does not exceed the number of vacancies, then all eligible applicants who have timely applied during the open-enrollment period will be offered admission.
- In the event that more applicants have applied to the school than can be accommodated under the terms of the charter, Rockbridge Montessori School will conduct a random, anonymous student selection method, a lottery.

To ensure that the lottery procedure be transparent to the public, the date, time, and location of the annual lottery will be previously announced on the school's website and through other mediums. Rockbridge Montessori will invite any parents, community members, or other interested parties to attend this public event.

Lottery Procedure. In preparation of the lottery, the names of all applicants who have submitted timely applications with parent/guardian signatures shall be written or typed on identical pieces of paper, one name per piece of paper, and will be folded in an identical manner. They will be placed in separate containers according to each applicant's desired multi-age class (kindergarten, early elementary (1st-3rd), upper elementary (4th-5th). During subsequent years, 6th grade applicants will be placed in the container for the upper elementary class, and applicants for the adolescent community (7th-8th grade) will have its own container for this multi-age class.

On the day of the lottery, one or more board members will conduct the lottery in the presence of all parents, community members, and other interested parties. Beginning with the highest multi-age class, board members will draw applicants' names one at a time and the order in which the names were drawn will be recorded.

Siblings (biological, adopted, half, step, or foster) whose brother or sister's name had been previously drawn will automatically be placed on the enrollment list, provided there is space available in the appropriate multi-age class. Otherwise siblings will be placed on the waiting list in the order in which they were pulled when their siblings' names were drawn. When all seats in all multi-age classes are full, the lottery will end.

Waiting List Procedure. Applicants not selected on lottery day will be placed on a waiting list in the order in which they were drawn. If a vacancy arises, the applicant on the waiting list with the lowest number assigned will be contacted. The applicant will be given 48 hours to respond to the offered admission. The applicant can either accept or reject admission at this time. If the applicant accepts, admission is granted at this time. If the applicant rejects admission or if 48 hours has passed with no response from applicant, then the offer of admission will be no longer be considered valid and the applicant will be removed from the waiting list. Applicant can resubmit, if desired, but applicant will be placed at the end of the waiting list. The next applicant on the waiting list will be contacted until all seats in all classes are filled. The waiting list will be valid until the next time Rockbridge is required to conduct a random, anonymous student selection.

Admission Preference. The following preferences in admission will be allowed: (1) As allowed by law, we will also hold no more than ten percent of available seats each year for children of the founders as defined in the Arkansas Department of Education Rules and Regulations Governing Charter Schools. (2) In year two and thereafter, preference will be given to returning children who will automatically be assigned a seat within the appropriate multi-age class. (3) Preference will be given to siblings (biological, adopted, half, step, or foster) of children already enrolled in the school.

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

Applicant Response:

We will not have a weighted lottery.

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

Applicant Response:

No founders, board members, or leaders involved in Rockbridge Montessori School has any prior involvement in another charter school. Nor are we using a management company.

13. 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:

In a Montessori school, jobs are determined by the needs of the children. What we have seen in the greater Montessori community is that Montessori children need more adult support in their classroom than they do outside of it. They need more adults working with them in their classrooms than they do working for them in the school office. Children need their experienced Montessori teacher to give them small group presentations and academic guidance, yet they also need their aide to support the flow of the classroom which enables the continuity of academic work. A Montessori classroom works because there are *two* adults present in every classroom looking after the needs of the children.

It is these adults, the ones who contribute the most to the children's education every day, in which we will financially invest. And we will invest only in teachers and aides who are already the best. Many of the founders of Rockbridge are established Arkansas educators, already deeply connected to the central Arkansas educational community, and we have already begun to share our vision. Since Montessori education will be a unique public school teaching opportunity, we have attracted the serious interest of some of the best educators in Arkansas, the ones we know personally and/or by reputation. Recruitment is already working. We are actively recruiting the teachers in central Arkansas who are the most experienced, most skilled, and the most familiar and comfortable working with public school children. Teachers who are not only highly qualified but also who have years of experience in the classroom already. Teachers who are not only licensed but who are willing to work during their summer breaks for free to get their AMI Montessori certification. We will pair these teachers with aides that not only work well with children but can also offer their special contributions, their unique ways to enrich the classroom or school. Thus our goal in hiring is to invest deeply in teachers and in aides so the children's needs are met and that their academic experience is exceptional, unique in central Arkansas.

We know that the staffing of experienced teachers and unique aides creates a financial position that requires inventive and resourceful uses of hired staff. It requires the staff we hire to take on other additional support roles that might normally be fulfilled by additional staffing. It also requires the school operate on a lean staff for administration and office personnel when the school begins. The job descriptions that follow reflect our work toward resourcefulness and minimal staffing outside of the classroom.

Job Descriptions.

Montessori teachers.

Requirements: Teachers must be certified in Montessori education or must be actively enrolled in AMI training. Must be certified or highly qualified in Arkansas. Must have a bachelor's degree, master's degree preferred. Five years of classroom teaching, preferably in a public school. Must be committed to the Montessori Method and to meeting the unique needs of children. Preference is given to those with additional degrees and experience in special education, counseling, media/library services, health services, Gifted and Talented education, or ELL education.

Note to secondary Montessori teachers on requirements: We know Montessori training for adolescents teachers (7th - 8th) is currently being reconstituted and expanded, and therefore Montessori training may or may not be immediately available. When our school opens its adolescent community (7th-8th) in 2018, Montessori secondary training will be expected from secondary teachers when it becomes available in the summer months.

Duties include: Work with children through the Montessori Method, creating a prepared environment for children, record keeping of lessons given, practiced, and mastered by each child, parent communication/ conferences, participation in Parents' Nights and other school activities, test proctoring and other test-related duties.

Classroom Aides.

Requirements: High school diploma or equivalent, college degree or college experience preferred.

Demonstrated ability to work successfully with children and with diverse individuals, computer literacy, and good interpersonal skills. Preference will be given to those who have a demonstrated ability or can provide proof that a personal talent or skill will be shared with the children at the school (such as art, music, foreign language, health services, gardening, technology, domestic arts, culinary arts, physical education, bus driving with CDL license, etc.).

Duties include: Assist children and their teacher in the classroom and throughout the school day. Data entry of students' academic activities. Offer a unique contribution to the classroom or school by leading children in an academic enrichment.

School Director.

Requirements: Master's degree in education and/or administration degree. Doctorate preferred. At least three years classroom experience. At least three years administrative experience. Commitment to the Montessori Method and its pure implementation at Rockbridge Montessori.

Duties include: test administration, parent conferences/contracts, student discipline, promotion and recruitment of the school, enrollment, attendance/participation at school board meetings and other school activities, especially those involving parents; liaison to Department of Education, its employees and affiliates; management of support staff, custodial staff, and non-educational volunteers; work toward compliance to all ADE and federal requirements, interviewing for all positions, and budgeting.

Curriculum Director.

Requirements: AMI certification. Master's degree required, master's degree in education or administration preferred. At least five years of classroom experience, with experience in a Montessori classroom.

Duties include: working with Montessori teachers so that they might provide a "pure" Montessori Method; working with children in the classroom to provide assistance with normalization; managing all state-required professional development for teachers, providing professional development in all matters of Montessori, providing supplemental instruction to children in literacy and/or numeracy remediation, training of aides and other support staff related to children's education, training/professional development of educational volunteers, leading parent education during Parents' Nights, interviewing along with the School Director for the positions of teachers and aides, substituting during morning work cycle for teachers who are absent for multiple sick days or for their required days of observation and/or mentor-guided teaching, as required to fulfill all AMI certification requirements.

Office Administrator/Materials Manager.

Requirements: College experience or equivalent work experience. College degree preferred. Computer skills, Internet skills, and a general understanding of technology. Strong writing skills a must. Website creation a plus. A willingness to serve in whatever capacity is needed each day. A general understanding of Montessori education. Specific knowledge of Montessori materials preferred. A kindness and patience with children.

Duties include: Managing the school office, preparing all print-based documents and other materials for faculty meeting, board meetings, and other school events, managing all communication and correspondence (phone, in person, email, facebook, website, etc.), assisting with the lottery system, managing the administrative tasks/data entry required on Montessori Compass, working with the School Board's Member at Large to manage of volunteers, working with School Director to prepare the annual report of academic performance and other required documents, and during standardized assessments, monitoring non-test-taking children while teacher is proctoring (or if qualified, proctoring).

During the second and sequential years, this position will grow into full time work, in which additional duties will be required. These duties may be subsumed under the single position of a full time Office Administrator. Or the Office Administrator will continue part time and another part-time position, Materials Manager, will take on these new duties.

Second/Sequential year duties include: managing of Montessori materials (creating new materials, ordering and inventory, repairing when needed), grant writing, promotion writing (brochures, flyers, etc.), rewriting and/or revising any school print-based or online documents including internal documents such as the student handbook, documenting the history of our school through photography, writing, and video, and when the adolescent community begins in 2018, working with students in their writing and visual representations (photography, etc.) to create a school newspaper or other student-created print or online text for the school.

14. 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:

Accounting.

Rockbridge Montessori will comply fully with the following: generally accepted accounting principles (GAAP); federal standards for financial management systems, 34 Code of Federal Regulations §80.20, and/or other applicable federal standards. Accounting data will be maintained through the Arkansas Public School Computer Network (APSCN) as required. The financial records will also be subject to audit annually through the State Division of Legislative Audit.

Fiscal Year.

Rockbridge Montessori shall operate on a fiscal year beginning July 1 and ending June 30.

Procurement.

Rockbridge Montessori will follow rules and regulations defining the bid process for Arkansas public schools. Rockbridge Montessori will adopt a procurement process which complies with Arkansas state law and shall procure only those items and services which are required to perform the mission and/or fill a bona fide need. Procurements shall be made using best value contracting which includes assessing the best value considering quality, performance, and price. Rockbridge Montessori shall adhere to the following objectives: (1) procurement of goods and services shall be in an impartial manner, based strictly on the merits of supplier and contractor proposals and applicable related considerations such as delivery, quantity, etc.; (2) make all purchases in the best interests of the school and in accordance with funding source guidelines; (3) obtain quality supplies/services needed for delivery at the time and place required; (4) buy from responsible sources of supply; (5) obtain maximum value for all expenditures; (6) deal fairly and impartially with all vendors; (7) maintain dependable sources of supply; and (8) be above suspicion of unethical behavior at all times; avoid any conflict of interest, related parties or even the appearance of a conflict of interest in supplier relationships.

Personnel.

Daily business duties will be overseen by the School Director.

Budgets.

The budget shall be developed and approved by the Rockbridge Montessori School Board by June 30^h and submitted to the Arkansas Department of Education by September 1st. The budget will be used to monitor and evaluate the financial status of the school throughout the fiscal year. Financial statements displaying budget vs. actual results will be prepared and presented by the School Director to the Rockbridge Montessori School Board as requested at regular board meeting. The budget provides authority to expend funds for the purposes indicated and in accordance with state law, board policy, and the school's approved purchasing procedures. The expenditure of funds shall be under the direction of the School Director and/or School Board who shall ensure that funds are expended in accordance with the adopted budget. The budget shall be amended when a change is made increasing any one of the functional spending categories by the greater of \$1,000 or 10%.

Please see "Attachment X: 2014-2015 and 2015-2016 Salary Schedule and Budget Template" for a two-year budget estimate that 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.

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:

Minimum Enrollment for Viability. The minimum number of children who must attend Rockbridge in order for the school to be financially viable is fifty-eight (58). This was determined by:

- a. calculating the fixed minimum costs: \$375,400
 - \$245,400 - the cost of the building (rent, utilities, and insurance)
 - \$130,000 - the cost of minimum staff with two classes (Curriculum Director/Montessori teacher, Montessori teacher, and two aides), which is the minimum requirements of the school.
- b. calculating the amount per child that would cover the fixed minimum costs: \$378,218
 - \$6,521 per child (State Foundation Funding) x 58 children
- c. subtracting funding per child from the fixed minimum costs
 - \$387,218 - funding per child (58 children)
 - \$375,400 - fixed minimum costs
 - \$ 2,818 - remaining budget (all other expenses could be covered by Walton grant)

Bill Simmons, President of Rockbridge School Board, was assisted by Dr. Bobbi Davis, in this calculation. Dr. Davis is the Director of Financial Services with Arkansas Public School Resource Center. She has over twenty years of experience in finance and budgeting at the state-level and was also a former school superintendent.

Contingency Plan. If fewer children than necessary for financial viability are enrolled by May 1, 2015, Rockbridge staff will activate its contingency plan which will consist of accessing all previous applicants remaining on the lottery's waiting list as well as beginning an energetic campaign to recruit new applicants. Our campaign will include the following acts:

First, we will broaden our neighborhood campaigns to include neighborhoods that have yet to be addressed. We will personally invite these neighbors to apply for admission.

Second, we will create a running list as to why interested parents feel they cannot send their children to Rockbridge, and we will attempt to alleviate these reasons. For example we could be the point of contact for parents who need transportation for their child to organize their own parent-initiated carpool system.

Third, we will contact public and private preschools in the area and request our contact information be given to the parents of children who were still undecided about placement into a kindergarten program; these parents might find a Montessori environment to work for their child/ren.

Fourth, we will contact private Montessori schools and request our contact information be given to parents who inquired about Montessori education but did not enroll at a Montessori school; these parents might have desired Montessori education for their child/ren but did not have the financial resources, thus they might be interested in enrolling in a public Montessori school.

If the contingency plan fails to create financial viability and therefore it is determined that Rockbridge will not be opening in the Fall of 2015, Rockbridge will notify the parents, leaders of surrounding school districts, open enrollment charters, as well as staff at the Department of Education on July 10, 2015.

Education Program and First Day of School Enrollment Procedures. We will continue to provide the education program outlined in the application, even if previously admitted and enrolled children fail to attend on the first day of school. The education program still remains viable because the educational materials required for a Montessori classroom will have already been purchased, the classroom will have already been prepared. These costs, paid for through grant monies, are determined by class, not per child enrolled. Thus if the class has made, the education plan for the class can proceed as outlined.

Further, because a Montessori classroom thrives when all classroom members are present, we will make assertive efforts to assess attendance needs on the first day of school and to fill all seats on the first day, if children have failed to attend. If any of the children who has previously been offered and accepted admission fail to arrive on the first day of school, his/her seat will be relinquished, and the next child listed on the lottery's waiting list will be offered immediate admission. If Rockbridge uses all of the applicant's submitted telecommunication contact information and still cannot get in contact with applicant, Rockbridge staff will return to the waiting list and offer admission to the next applicant. This procedure will continue until all seats are filled or the lottery's waiting list is exhausted. If the waiting list becomes exhausted, open admission will be offered, in the order of those who have requested immediate admission and who fulfill the admission requirements. This procedure will be executed swiftly, especially if less than fifty-eight (58) children, the minimum number of children required to remain viable, attend the first day of school. Also the procedures listed in the contingency plan might be employed as well to insure enrollment numbers are met.

Preparations for Urgent Expenses.

We have made preparations for urgent expenses primarily by excluding NSL Funding from the original budget. Rockbridge can cover all fixed minimum costs with fifty-eight children, without the addition of NSL Funding. Although we anticipate that at least seventy percent of children enrolled at Rockbridge will qualify for our school to receive this NSL funding, we have not included in our budgeting any of these funds that we might receive. This will insure that we will have additional funding for urgent expenses that is not part of the original budget.

15. 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:

Rockbridge Montessori will comply with the Arkansas Department of Education audit requirements as outlined in the "Rules Governing Publicly Funded Educational Institution Audit Requirements." Rockbridge Montessori will also work with the Division of Legislative Auditor to prepare the required annual financial audit and the Board of Directors will review the scope and results of the audit. Any identified consequential irregularities and any identified weaknesses will be reported to the School Board. The School Board will be responsible for developing a corrective action plan to address items noted by the auditor.

Rockbridge Montessori will adhere to the practices below to ensure programmatic quality:

- 1) Continuous in-house academic program assessment
- 2) Ensure appropriate action is taken as issues related to school programs arise
- 3) Annual creation of a School Improvement Plan to identify and address areas that may be aligned
- 4) Review of curriculum to ensure its alignment with Common Core state standards

16. It is affirmed that the public charter school will participate in the Arkansas Public School Computer Network, as required by state statute and by State Board of Education rule, for reporting **both education data and financial data**, including grant funds or private donations received directly by the charter school.

☒ Yes

☐ No

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

Applicant Response:

The future home of Rockbridge Montessori School will be at 108 W. Roosevelt Street, Little Rock, AR 72206, on the corner of Roosevelt and Main Street, within walking distance of the Governor's Mansion and close to downtown.

The 19,000 square foot, free-standing facility is owned by St. John Baptist Church, an established, local congregation which has been a part of Little Rock's community since 1890 and is eager to work with us for the betterment of the neighborhood. St. John's sanctuary and other religious buildings are across the street, catty corner to the facility, and therefore physically and visually separated from our school's facility. Yet St. John owns the surrounding properties, buildings, and green spaces, thus our school will be nestled within the safety of a single property owner. Rockbridge's operation will be conducted separately from the activities of St. John Baptist Church, and the Church will have no control nor input into the operation of the school. The school will be completely non-sectarian in its practices and operation. All areas of the Church utilized by the school will contain no religious symbols or indicia.

The facility has been used for a variety of the church's programs, but it is currently empty and will remain this way until we begin our lease. Outside is a grassy space that will become a playground area, complete with an encircling fence. This area will also include a place for the children to plant and grow a vegetable and flower garden. The parking lot will be resurfaced as soon as the traffic flow is determined for the school's method for drop off and pick up.

The facility is generous, divided into three different sections with connecting doors or entrances. St John has remodeled the facility with a new roof, new heating and cooling systems, new clean carpet, and fresh paint of a neutral color. They have already installed five security cameras, but the security system could be enhanced with three more, if needed.

Perhaps the best features of the facility are the wide, open rooms that will be recreated into "prepared environments" for children. A Montessori teacher creates the "prepared environment" by purposefully arranging the classroom's tables, chairs, storage, walking spaces, gathering spaces, and of course the many shelves loaded with multidisciplinary, sensorial materials to fit the physical, social, and academic needs of the children. Because a Montessori teacher understands that children need different spaces to accommodate different learning styles, a fully functioning prepared environment takes more space than a classroom filled primarily with

rows of student desks. Our children need room to shelf their materials, to find the many places and postures they take while learning, and to move freely in their environment so as to promote their self-initiated learning.

Thus the generous rooms in our facility will give us the space we need to, ironically, make our prepared environments small. When adults first enter a prepared environment for, say, early elementary (first through third grades), they are often surprised at how small the tables and chairs are, how short the materials shelves are, how low the academic charts are placed on the wall. What these adults are noticing immediately is that a big room is designed to fit the smaller bodies of children who work there. Thus even an untrained eye can see that a Montessori classroom is designed for children's bodies.

But perhaps what is harder to perceive is that the Montessori classroom is designed for children's minds as well. The generous rooms in this facility will not only accommodate the bodies of children at work but the prepared environments will also prepare the children's mind toward academic study. The prepared environment physically organizes academic knowledge; in Montessori terms, it gives "order to the mind."

These generous rooms will accommodate a prepared environment because the classroom is designed to organize the academic subject matters into physical spaces so that the child understands the depths and perimeters of each academic discipline. Traditional elementary educators might connect this idea with what has been traditionally called "centers;" this is a good starting place to think about this, but Montessori environments are much, much bigger than centers. For example, the math materials might dominate six or seven shelves; there might be tables and rugs to work by the shelves to have easy access to materials. The Language section is also a huge field of study, covering shelves and space for works in phonics, grammar, reading, writing, and spelling. Similarly, history and science have their spaces, but there is also places for music study, studio art, and for computer research/typing.

Children are not mentally limited by the boundaries of the physical spaces of academic subjects. They can always perform a cross-disciplinary study, combining materials as well as academic ideas, but even the movement between two physical spaces makes that interdisciplinary abstract concept a physical activity. Because the classroom "gives order to the mind," children gain a tangible understanding of how knowledge is organized.

An empty Montessori classroom contains a sense of anticipation, a feeling of expectancy, a need for children and their work. This is also the feeling we had when we entered this empty facility on Roosevelt. We want to create this Montessori classroom, this prepared environment, at this facility for the children of Rockbridge Montessori School and then eagerly await for their arrival.

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:

- (1) The facility owners do NOT have a relationship with members of the board of the public school district where Rockbridge will be located.
- (2) St John Baptist Church has members of its congregation who are currently employed in the Little Rock School District.
- (3) The facility owners do NOT have a relationship with the eligible sponsoring entity.
- (4) The facility owners do NOT have a relationship with the sponsoring entity or any employees, directors, administrators or anyone associated with Rockbridge. The first time Rockbridge met the facility owners was during our first viewing of the facility with our realtor.

The facility will comply with all requirements for accessibility in accordance with the Americans with Disabilities Act (ADA) and Individuals with Disabilities Education Act (IDEA) and all other state and federal laws and local zoning ordinances.

- ☒ Yes
☐ No

If the facility does not currently meet these requirements, provide a list of items that will need to be addressed to bring the facility into compliance. Also include a statement of permissible uses for the facility from the local zoning authority, and whether there are any alcohol sales within 1,000 feet of the facility.

Applicant Response:

Building Compliance. When children with physical disabilities enroll at our school, we will assess needs and immediately make the needed modifications. However we are anticipating minimum changes to the ones we have already planned. We will need to put a ramp inside the facility which connects one section of the facility to the other. We will need to modify a restroom to make it handicap accessible. St John Baptist Church, our proprietor, has already agreed to resurface the parking lot, so a handicap accessible ramp into the entrance of our facility will be created. These are the needs we see right now, but we will insure that we will meet all ADA and IDEA requirements for accessibility. We want all children to have full access to Montessori education and will work to make our building work for them.

Zoning, Permissible Uses. According to the City of Little Rock Planning and Development's Mansion Area

Zoning Map, our facility is located in the "N" section of the Capitol Zoning District in Little Rock. We have already contacted Boyd Maher, executive director of the Capitol Zoning District Commission (501-324-9644; boyd.maher@arkansas.gov), who has verified that our facility qualifies for the permissible use that is laid out in the "General Standards for Capitol Zoning District" which determines that our school's elementary and secondary schools fits within the permissible uses of "Community Facilities II." We are in the process of getting approval from the Commission, however Maher reassured us that the approval of a school will not be a problem.

There are no alcohol sales within 1,000 feet of the facility. This was confirmed by Judy Chwalinski (501-682-1105) of the Alcoholic Beverage Control office for Little Rock. She checked her database and said that the closest one is 700 E. Roosevelt (a gas station by the interstate which is 2,580 ft. away).

18. 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 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.

Applicant Response:

18 (A). Family Relationships Between Those Named on Application

- 1) Shannon Nuckols and Kimber Barber-Fendley are sisters.
- 2) Shirley Fendley is Kimber Barber-Fendley's mother-in-law.

18 (B). Financial Relationships Between Those Named on Application

- 1) Kimber Barber-Fendley is contracted to write the charter application. She might be contracted to write grants, media promotions, and other written communication for the school in the future.
- 2) none
- 3) Shannon Nuckols will be interviewed to serve as Curriculum Director, and Kimber Barber-Fendley may be hired as the Montessori secondary teacher when the seventh grade becomes available in 2018.
- 4) Rockbridge Montessori School has contracted with Arkansas Public School Resource Center (APSRC) to provide editorial and legal services for the writing of the charter application. All members of APSRC are included in this financial agreement.

18 (C). No relationships, familial or financial, previously exist with the owners of the facility to be leased.

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:

Rockbridge Montessori School will create a conflict of interest policy which will provide notice to employees that no employee is permitted to accept any outside employment that would interfere with professional responsibilities or create a conflict of interest. A conflict of interest will be determined to have occurred when a real or seeming incompatibility arises between an employee's work duties within the school and the employee's personal, private, or other employment interests. Employees in violation of this policy will be subject to disciplinary measures, which may include termination where appropriate at the discretion of the Board or School Director, as appropriate.

To discourage potential conflict of interest activity, Rockbridge Montessori, a "Conflict of Interest Policy" to be signed by board members, employees, and volunteers. Additionally, to prevent conflict of interest, the Board will abide by the Rockbridge Montessori bylaws in "Article X: Board Members Conflict of Interest." Here is the bylaw:

Section 1. Purpose. The purpose of the conflict of interest policy is to protect this tax-exempt, non-profit corporation's (Rockbridge Montessori School) interest when it is contemplating entering a transaction or arrangement that might benefit the private interest of an officer or director of the School or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflict of interest applicable to non-profit and charitable organizations.

Section 2. Definitions.

1. Interested Person, Any director, principal officer, or member of a committee with governing board delegating powers, who has a direct or indirect financial interest, as defined below, is an interested person.
2. Financial Interest, A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:
 - a: An ownership or investment interest in any entity with which the School has a transaction or arrangement,
 - b: A compensation arrangement with the Corporation or with any entity or individual with which the School has a transaction or arrangement, or
 - c: A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Corporation is negotiating a transaction or arrangement.
3. Compensation, includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.
4. A financial interest, is not necessarily a conflict of interest. Under Article V, a person who has a financial interest may have a conflict of interest only if the appropriate governing body or committee decides that a conflict of interest exists.

Section 3. Procedures.

1. Duty to Disclose, In connection with an actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the members of the committees with governing board delegating powers considering the proposed transaction or arrangement.
2. Determining Whether a Conflict of Interest Exists, After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.
3. Procedures for Addressing the Conflict of Interest
 - a. An interested person may make a presentation at the governing or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.
 - b. The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.
 - c. After exercising due diligence, the governing board or committee shall determine whether the Corporation can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.

d. If a more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested members whether the transaction or arrangement is in the School's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter into the transaction or arrangement.

Section 4. Violations of the Conflict of Interest Policy.

a. If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts of interests, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.

b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective action.

Section 5. Records of Proceedings.

The minutes of the governing board and all committees with board delegated powers shall contain:

a. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with 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 governing board's or committee's decision as to whether a conflict of interest in fact existed.

b. 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 in connection with the proceedings.

Section 6. Compensation.

a. A voting member of the governing board who receives compensation, directly or indirectly, from the School for services is precluded from voting on matters pertaining to that member's compensation.

b. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the School for services is precluded from voting on matters pertaining to that member's compensation.

c. No voting member of the governing board or any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the School, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

Section 7. Annual Statements.

Each director, principal officer and member of a committee with governing board with delegated powers shall annually sign a statement which affirms such person:

a. Has received a copy of the conflict of interest policy,

b. Has read and understands the policy,

c. Has agreed to comply with the policy, and

d. Understands the School is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

Section 8. Periodic Reviews.

To ensure the School operates in a manner consistent with charitable purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

a. Whether compensation arrangements and benefits are reasonable, based on competent survey information, and the result of arm's length bargaining.

b. Whether partnerships, joint ventures, and arrangements with management organizations conform to the School's written policies, are properly recorded, reflect reasonable investment or payments for good and services, further charitable purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

Section 9. Use of Outside Experts. When conducting the periodic reviews as provided for in Section 8, the School may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the Governing

19. 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:

Rockbridge Montessori School will apply to participate in the Child Nutrition Program ("CNP"), including both the School Breakfast Program and the National School Lunch Program. It is the intention of Rockbridge to contract through the RFP process with a cost-effective nutritional food vendor to provide hot and cold meals to the students of Rockbridge. A local food vendor may also be considered if the option is more cost-effective for Rockbridge.

Meal plans will meet both the National School Lunch Program (NSLP) standards, as well as those guidelines set by the United States Department of Agriculture (USDA). Similarly, Rockbridge will commit to determining that the food program meets all applicable Arkansas state regulations and standards. If deemed necessary, food plans will be subjected to the consultation of a local nurse to determine the health benefits and nutritional value.

Low cost meals will be provided to the children. The CNP will also ensure the equal treatment of children who qualify for free and reduced price meals. Furthermore, no one will be discriminated against based on race, gender, national origin, age, or disability. Upon receiving appropriate training, the staff at Rockbridge will be responsible for serving children, while keeping track of records related to CNP. Rockbridge will adhere to local, state, and federal health and sanitation guidelines and will keep the food service area available for inspection by appropriate personnel.

A discussion of food services for our children would not be complete without a description of what the noonday meal will be like at Rockbridge Montessori. We see the noon meal not only an opportunity for nutrition but also for a daily practice of grace and courtesy that is needed while sharing a common meal. Children will lead the dining practice by being in charge of setting the tables for their class, replete with table cloths, place mats, cloth napkins, and real plates and silverware. If flowers are available in the garden near the playground, children will pick and then arrange flowers in vases to beautify each table. If they choose, the children will select quiet music to play to enhance their dining experience. When the tables are ready, the children will invite their peers and teacher to join them.

When every one at the table is served their plates of food, they will all participate in a moment of silence and then begin to dine. At the beginning of the academic year, the teacher will offer lessons in grace and courtesy that apply directly to the dining experience, such as dining etiquette (napkins in laps, proper use of a fork, closed mouth when eating). But also the social elements of dining will be taught directly as well as modeled by the teacher, elements such as conversing with peers, talking quietly at the table, and what constitutes appropriate dinner conversation. When overt lessons in dining are no longer required, the teacher's presence during meals will serve as a daily example to students of the expectations during dining and the pleasure that is a part of the dining experience. Thus the noonday meal is not just about eating; it is about eating together.

When the meal is finished, the children will play an active role in the cleaning of the tables. For example, they will stack the place mats and gather the table napkins to be laundered. In this way, children will gain a sense of the work involved in meal preparation and thereby also gain an appreciation for this work and for the people who do it everyday for them.

Because the teacher will be actively teaching during the noonday meal, each teacher will be given thirty-minutes of duty-free lunch during the children's recess. The teacher's aide will take lunch while the children dine, and then monitor them during recess.

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

Applicant Response:

Montessori Parents. A Montessori school might initially be a fascinating yet mysterious place for parents and guardians who are only familiar with traditional education. Some parents, unacquainted with the workings of a Montessori classroom, might be hesitant to volunteer, not knowing where their help is needed. Our desire is for our parents to understand Montessori well enough so they know what their children are experiencing at school but also so they know the unique ways they as parents might contribute to their children's Montessori classroom or the school's overall educational programs.

To inform themselves on Montessori education, our parents will always have print or online options. They might also choose to formally observe their children's Montessori classrooms after the first quarter when the children are normalized. However another viable option is for parents and guardians to join us and their children in "Parents' Nights" which will be held two or three times a year. These nights are dedicated to helping parents understand what Montessori education is and how Montessori works. Part of these evenings will hold a presentation or demonstration on an academic element of a Montessori classroom. For example, the presentation might show how an educational material, like a Montessori Math material, is initially used in a primary classroom but then is reintroduced in early and upper elementary to teach more complex works. In this way, parents and guardians can learn about Montessori and can then listen with a deeper understanding of their children's Montessori experiences.

When parents understand Montessori, they can offer support in the main educational goal our school has, the development of reading and math skills. The best way a Montessori parent can contribute to the overall school is by doing what Montessorians do, by working with the individual child, except this time the child they are working with just happens to be their own.

When parents come to Parents' Nights, they will understand the nature of Montessori homework, which is not a math or English workbook page, but rather a moment for parent and child to experience a short, enjoyable time together in reading and mathematics practice. This twenty minutes of daily reinforcement of reading and memorizing math facts has a direct effect on Rockbridge's work toward literacy and mathematics and ultimately work toward our assessment goals.

Parent Teacher Student Association (PTSA). Parents' initial hesitancy in volunteering is another reason why we seek an active PTSA, to give parents and guardians a way to volunteer through a school organization they are already familiar with. Parents will work within the PTSA to organize and coordinate for the following:

Saturday Volunteer Day --A day of volunteerism when parents and other volunteers will work with teachers on materials in the classrooms or light maintenance on the school property. Tasks will be simple yet needed, like cutting out laminating, making booklets, sharpening all of the school's colored pencils. Light maintenance might include raking the leaves, mowing the playground area, and completing small paint projects.

Special Occasions--PTSA will work with the adults and children of Rockbridge to celebrate the special occasions and celebrations that will be a part of Rockbridge's academic years. We will begin with two annual events, either a Fall Carnival or Thanksgiving Feast in the first semester, and then a Transition Ceremony in the second semester. A Transition Ceremony is the occasion in which we honor the children who are transitioning to a different multi-age classroom, and thus are entering a new moment in life and a reason for celebration. Both occasions are times children can practice peaceful social interactions as well as grace and courtesy.

Community Volunteerism --PTSA will coordinate with members of the community so that the communities' talents and skills might be shared with a single classroom or the whole school. We have promising connections with members of the community who could share their art or music, their green thumb, their practical life skills in the domestic arts(knitting, crocheting, and quilting) and culinary arts. Similarly, community members might organize free after-school programs that could be offered in addition to our after school care.

21. List the provisions of Title 6 of the Arkansas Code Annotated (Education Code), State Board of Education rules, and sections of 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 section number if applicable. **Provide a brief description of the rationale for each waiver requested that explains the way in which each waiver assists in implementing the educational program of the charter and fulfilling the charter's mission.**

Applicant Response:

Waivers to be considered:

Ark. Code Ann. §6-13-601 et seq. District Board of Directors

Ark. Code Ann. §6-14-101 et seq. School Board Elections

Rockbridge seeks exemption from these portions of the Education Code to the extent that it governs school board operations. Rockbridge is requesting this waiver from these statutes, which are on their face applicable only to school districts, to ensure that there is no confusion as to the applicability of the statutes to the governance structure of Rockbridge's charter. The waivers requested under the Ark. Code Ann. §§6-13-601 et seq. series do not include the monthly meeting requirements under Ark. Code Ann. §6-13-619 and the board training requirements under Ark. Code Ann. §6-13-629.

Ark. Code Ann. §6-15-902 (a) Grading Scale

ADE Rules Governing Uniform Grading Scales

Rockbridge seeks exemption from this portion of the Education Code because, under the Rockbridge model, students do not receive grades rather the teacher-based monitoring of academic progress is accomplished through Montessori Compass, an online record-keeping system which records all lessons received, practiced, and mastered by each individual child. Academic progress is further assessed three times a year through Northwest Education Association (NWEA) adaptive testing and is assessed annually through PARCC or the next generation of assessment. The use of the Uniform Grading Scale is permissive at the elementary school level, however, careful records will be kept of student progress in lieu of traditional grades and Rockbridge will be able to make specific, detailed accountings of student progress.

Ark. Code Ann. §6-15-1004-qualified Teacher in Every Classroom

Ark. Code Ann. §6-17-301 concerning Employment of Certified Personnel

Ark. Code Ann. §6-17-302 concerning Principals' Responsibilities

Ark. Code Ann. §6-17-309-concerning Certification to Teach Particular Grade or Subject Matter

Ark. Code Ann. §6-17-401-concerning Teacher Licensure Requirement

Ark. Code Ann. §6-17-902-concerning Definition of Teacher

Ark. Code Ann. §6-17-919-concerning Warrants Void without Valid Teaching License and Contract 15.02 and 15.03 of the ADE Rules Governing the Standards for Accreditation of Public Schools and School Districts; and the ADE Rules Governing Educator Licensure

Rockbridge seeks exemption from these portions of the Education Code. Instead, Rockbridge seeks the flexibility to hire teachers and administrators who are best suited to implement Rockbridge's unique curriculum and policies to best attain the maximum amount of student achievement and growth. Rockbridge will seek to hire licensed teachers and administrators whenever possible; all teachers hired will be highly qualified. Rockbridge provides extensive training, support, and supervision for its teachers and administrators. Rockbridge ensures that proper administrative staffing will be maintained to allow for the proper administration and supervision of its students and staff.

Ark. Code Ann. §6-15-2302 General Business Manager

Rockbridge seeks exemption from this portion of the Education Code to the extent that it requires a general business manager for a public school district to meet the minimum qualifications established by rule of the Department of Education. Rockbridge seeks the flexibility to hire a qualified general business manager that is able to address the unique needs of the school's business model.

Ark. Code Ann. §6-16-105 U.S. Flag

Rockbridge seeks exemption from this portion of the Education Code to the extent that it requires the erection of a flagstaff on school grounds. Rockbridge may be leasing its facilities. As such, it may not be permitted to erect a flagstaff on the leased property. Otherwise, Rockbridge will seek alternative methods for prominently displaying the United States flag.

Ark. Code Ann. §6-16-106 Arkansas Flag

Rockbridge seeks exemption from this portion of the Education Code to the extent that it requires the erection of a flagstaff on school grounds. Rockbridge may be leasing its facilities. As such, it may not be permitted to erect a flagstaff on the leased property. Otherwise, Rockbridge will seek alternative methods for prominently displaying the Arkansas flag.

Ark. Code Ann. §6-16-124 Arkansas History**Ark. Code Ann. §6-17-418-concerning the Arkansas History Requirement for Teacher Licensure Standard 9.03.3.11 of the ADE Standards Rules Arkansas History grade 5-8**

Rockbridge seeks exemption from these portions of the Education Code and the ADE Rules to allow flexibility to follow the established Montessori Method curriculum. The Montessori curriculum is global in nature and does not address specific states' histories. Students who develop interest in Arkansas history would be encouraged to conduct independent study in this area. Arkansas history will be taught as a part of the 7th or 8th grade curriculum.

Ark. Code Ann. §6-17-114 Daily Planning Period

Rockbridge seeks exemption from this portion of the Education Code because Rockbridge's model requires the flexibility to adapt teacher schedules to its unique curriculum and practices regarding curriculum planning and support. Rockbridge places great emphasis on planning and monitoring teacher and student development and ensures that teachers have the support they need to plan effectively.

Ark. Code Ann. §6-17-111 Duty Free Lunch**Ark. Code Ann. §6-17-117 Non-Instructional Duties**

Rockbridge seeks exemption from these portions of the Education Code as, with a small staff, seeks the flexibility to assign duties in such a way as to maximize use of teacher and administrator time.

Ark. Code Ann. §6-17-201 et. seq. concerning Certified Personnel Policies

Rockbridge seeks exemption from this portion of the Education Code because the Rockbridge Board will adopt personnel policies and procedures in accordance with applicable laws and best practices in order to address the unique needs of the school's business model. This request is complimentary to other waivers requested concerning the Teacher Fair Dismissal Act and the Public Employee Fair Hearing Act.

Ark. Code Ann. §6-17-203 Committees on Personnel Policies -Members

Rockbridge seeks the flexibility to develop its own personnel policies to address the unique needs of the school's business model.

Ark. Code Ann. §6-17-1501 et.seq. Teacher Fair Dismissal Act

Rockbridge seeks exemption from this portion of the Education Code because the Rockbridge model requires the flexibility to hire and retain the most highly qualified teachers available. Rockbridge teachers and administrators are expected to be highly responsive to the needs of students and families.

Ark. Code Ann. §6-17-1701 et. seq. Public School Employee Fair Hearing Act

Rockbridge seeks exemption from this portion of the Education Code because the Rockbridge model requires the flexibility to hire and retain the most qualified employees available. Rockbridge employees are expected to be highly responsive to the needs of students and families.

Ark. Code Ann. §6-17-2301 et. seq. Classified School Employee Personnel Policy Law

Rockbridge seeks exemption from this portion of the Education Code. Instead, the Rockbridge Board will adopt personnel policies, including, but not limited to the following terms and conditions of employment: salary schedule, fringe benefits, and other compensation issues; annual school calendar, including work days and

holidays; evaluation procedures; leave; grievance procedures; termination or suspension; reduction in force; and assignments.

Licensed Guidance Counselors

Section 16.01 of the ADE Standards Rules

ADE Rules Governing Public School Student Services

Ark. Code Ann. §6-18-1001 et seq. Public School Services Act

Rockbridge seeks exemption from this portion of the Education Code because the Rockbridge model provides a full array of support services which have proven effective in supporting students and families. In the Montessori Method, the teacher also provides services usually provided by the guidance counselor. The services provided by the counselor are therefore provided instead by the entire staff of Rockbridge. In Rockbridge's unique model, teacher stays with the same student for three consecutive years, providing the continuity, support, and stability necessary to provide guidance and counseling services effectively.

School Nurses

Ark. Code Ann. §6-18-706

Ark. Code Ann. §6-18-1001 et seq.

Section 16.03 of the ADE Standards Rules

ADE Rules Governing Public School Services

Rockbridge seeks exemption from these portions of the Education Code and the ADE Rules because the duties of the school nurse will be fulfilled by the entire staff. Rockbridge will also employ a staff member with a degree in medical sciences and experience in identifying, treating, and rehabilitating injuries. This staff member is also a certified first-responder, and she has EMT training. The School Director will work with the School Board's Member at Large in charge of volunteers to also reach out to the central Arkansas medical community to aid in providing free health screenings. Medical volunteers can give visual and auditory screenings, can check vitals (pulse and blood pressure), and monitor for weight and BMI (body mass index).

Ark. Code Ann. §6-13-109 School Superintendent

Ark. Code Ann. §6-17-302

Section 15.01 and 15.02 of the ADE Standards Rules (concerning superintendents and principals)

Rockbridge seeks exemption from these portions of the Education Code and the ADE Rules to allow Rockbridge the flexibility to utilize a single person as School Director, fulfilling both superintendent and principal roles in concert with its companion waiver requests concerning teacher and administrator licensure. This would allow Rockbridge to promote the most efficient use of human and financial resources in the school.

Ark. Code Ann. §6-19-101 et seq. Transportation

Rockbridge seeks exemption from this portion of the Education Code to the extent that it conflicts with the transportation services described herein. Any transportation services provided directly by Rockbridge will be in full compliance with this section.

Ark. Code Ann. §6-21-117 Leased Academic Facilities

Rockbridge seeks exemption from this portion of the Education Code to the extent that it requires that facilities leased by Rockbridge conform to the school facility standards defined in the Arkansas School Facility Manual. Considering initial enrollment size, it will be difficult to financially follow through with this requirement. The applicant ensures that any and all facilities it leases for academic purposes shall meet the requirements of all state and local health and safety codes, the Americans with Disabilities Act, and the Individuals with Disabilities Education Act.

Ark. Code Ann. §6-17-201(c)(2) concerning Classified Employee Compensation

Ark. Code Ann. §6-17-2203 Classified Employees Minimum Salary Act

Ark. Code Ann. §6-17-2403 Teacher Compensation Program of 2003

Sections 5, 6, 7, and 8 of the ADE Rules Governing School District Requirements for Personnel Policies, Salary Schedules, Minimum Salaries, and Documents Posted to District Websites

Rockbridge seeks exemption from these sections of the Education Code and the ADE Rules so that it may have the flexibility to develop its own compensation schedules for its employees.

Ark. Code Ann. §6-21-304 Manner of Making Purchases

Rockbridge seeks exemption from this portion of the Education Code to the extent that it requires bidding in each instance in which the estimated purchase price shall equal or exceed \$10,000.00. For purchases between \$1,000.00 and \$50,000.00, Rockbridge will use either a state approved vendor or obtain a minimum of three quotes. Rockbridge will obtain bids in each instance in which the estimated purchase price shall equal or exceed \$50,000.00.

Gifted and Talented Children Ark. Code Ann. §6-20-2208(c)(6) and Ark. Code Ann. §6-42-101 et. seq.

Section 18.01-18.03 Rules Governing Gifted and Talented Program

Alternative Learning Environment: 6-15-1005 (b)(5); 6-18-503(a)(1)(C)(i); 6-48-101 et seq.; Section 19.03 ADE Standards Rules; ADE Rules Governing Gifted and Talented Program Approval Standards; Section 4.00 of ADE Rules Governing the Distribution of Students with Special Needs Funds

Rockbridge seeks exemption from these portions of the Education Code and the Department of Education Rules because, under the Rockbridge model, each child is taught at his or her own level and is capable of being fully educated within his/her classroom even though the child displays characteristics usually identified as either requiring “gifted and talented” services or placement in an alternative learning environment. Accordingly, each child is given the opportunity to develop his or her own gifts and talents. Rockbridge’s model does not designate some children as “gifted and talented” or “ALE” to the exclusion of other children from enriched programs.

Ark. Code Ann. §§6-25-103 and 104 concerning School Library Media and Technology

Section 16.02.3 of the ADE Standards Rules

Rockbridge seeks exemption from this portion of the Education Code and ADE Rules to the extent that the hiring of a licensed library media specialist is required. Under the Rockbridge model, libraries are located in each classroom. Montessori classrooms essentially have their own nonfiction libraries filled with quality children’s nonfiction literature that children can read by themselves, such as nonfiction books on a single subject matter or a collection of subjects, children’s trade magazines, dictionaries, thesauruses, and access to print or online encyclopedias. Classrooms are also well stocked in texts that require the reading and understanding of visually-organized information such as charts, graphs, maps, timelines, works of art, and works of nomenclature; the children become accustomed to accessing information using these visually-organized resources and therefore fulfill a standard of Common Core and Arkansas Frameworks. Although Rockbridge’s Montessori classrooms will be filled with books, Rockbridge also seeks to acquire additional resources for our children. Rockbridge has contacted a local public library who offers a weekly children’s program. They could come to our school and supply us with at least two hundred books a week and also provide a weekly story time and other literary activities. In this way children can also read fiction literature, poetry, and other volumes as well as learn to take care of books and borrowed materials.

Section 10.02 of the ADE Standards Rules (Class Size)

Rockbridge seeks exemption from this portion of the Department of Education Rules because, under the Rockbridge model, larger class sizes are desirable for student learning and interaction. The variety of students is integral to the Montessori Method. Additionally, each classroom will have not only a teacher, but also an aide present at all times. Classes will be no larger than 30 students at a maximum.

Ark. Code Ann. §6-13-109

Ark. Code Ann. §6-17-427

Sections 15.01 and 15.03 of the ADE Standards Rules

ADE Rules Governing Superintendent Mentoring Program

Rockbridge seeks exemption from these Education Code provisions and ADE Rules in order to have the flexibility to attract and retain an individual who is highly skilled and suitable to oversee a Montessori-based school. The individual selected will receive extensive training and professional development in order to successfully carry out the requirements of the position.

Ark. Code Ann. §6-18-501 et seq. concerning Student Discipline Policies and the ADE Guidelines for the Development, Review, and Revision of School District Discipline and School Safety Policies

Rockbridge seeks exemption from these portions of the Education Code to allow the school the flexibility to adopt its own student discipline policies. The policies adopted and implemented will meet all due process requirements. A waiver from these provisions is commonly held by open-enrollment public charter schools.

Section 9.03.2.6 Fine Arts of the ADE Rules Governing the Standards of Accreditation

Section 9.03.3.6 Fine Arts of the ADE Rules Governing the Standards of Accreditation

Rockbridge is required to teach a minimum of 40 minutes per week in both Art and Music in grades K-6. Rockbridge is required to schedule time to teach Music and Art in grades 7 and 8. Rockbridge is asking for a waiver of the requirement in order that curriculum meeting the requirements of the ADE Standards Rules, Arkansas Frameworks and all applicable rubrics may be embedded within other coursework to be provided by the open-enrollment charter school. Rockbridge ensures that students will receive instruction concerning the required material in the Music and Art class meeting or exceeding all state curriculum requirements through embedding the curriculum within the students' ELA, Science and Social Studies required coursework.

Section 9.03.3.5 Health and Safety Portion Only of the ADE Rules Governing the Standards of Accreditation**Section 9.03.3.7 Health and Safety of the ADE Rules Governing the Standards of Accreditation**

Rockbridge is required to schedule time to teach Health and Safety. Rockbridge is asking for a waiver of the requirement in order that curriculum meeting the requirements of the ADE Standards Rules, Arkansas Frameworks and all applicable rubrics may be embedded within other coursework to be provided by the open-enrollment charter school. Rockbridge ensures that students will receive instruction concerning the required material in the Health and Safety class meeting or exceeding all state curriculum requirements through embedding the curriculum within the students' required Science and Physical Education coursework.

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:

Rockbridge Montessori School will locate its open-enrollment public charter school in Little Rock, Arkansas, within the boundaries of the Little Rock School District. Rockbridge expects to obtain most of its students from within the boundaries of the Little Rock School District, with its remaining students coming from the North Little Rock, Pulaski County Special, Benton and Bryant School Districts.

CCLCS is required by Ark. Code Ann. § 6-23-106 to carefully review the potential impact its opening would have upon the efforts of the Little Rock, North Little Rock, Pulaski County Special, Benton and Bryant School Districts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools. In conducting its review, Rockbridge has substantiated that the Little Rock School District (LRSD) and North Little Rock School District (NLRSD) have been found by the federal District Court to be unitary in all respects of its school operations. The Pulaski County Special School District (PCSSD) has been determined by the federal District Court to be unitary in all respects concerning inter-district student assignment. Rockbridge's review has determined that neither the Benton School District (Benton) nor the Bryant School District (Bryant) are or ever have been subject to any federal desegregation court orders. The importance of the attainment of unitary status of the LRSD and the NLRSD, and the status of PCSSD as unitary in the area of inter-district student assignment is that those school districts have no further obligations to comply with court orders in these areas. Therefore, the granting of an open-enrollment public school charter for Rockbridge cannot be said to have a negative impact on the LRSD, NLRSD and PCSSD's ability to comply with the districts' court orders or statutory obligations to create and maintain a unitary system of desegregated public schools.

Rockbridge is asking for an enrollment cap of three hundred twenty-five (325) students. According to the 2013-2014 school year enrollment figures (the latest school year for which official enrollment figures are available) as maintained by the ADE Data Center, the LRSD had a student population of 23,676 students; the NLRSD had a student population of 8,553 students; the PCSSD had a student population of 17,060 students; Benton had a student population of 4,922 students, and Bryant had a student population of 8,862 students. At its maximum enrollment of 325 students, the student population of Rockbridge would equal 1.4% of LRSD's student population; 3.8% of NLRSD's student population; 1.9% of PCSSD's student population; 6.6% of Benton's student population, and 3.7% of Bryant's student population. Pursuant to Ark. Code Ann. § 6-23-306, Rockbridge must be race-neutral and non-discriminatory in its student selection and admission processes, so it is not possible to accurately project its racial composition. Ark. Code Ann. § 6-23-106 requires that Rockbridge's operation will not serve to hamper, delay or in any manner negatively affect the desegregation efforts of a public school district or districts within the state. Rockbridge's careful review of the relevant statutes and court orders affecting the three (3) Pulaski County school districts and the student populations of such districts, as well as the Benton and Bryant School Districts, shows that such negative effect is not present here.

In January 2014, Judge Marshall accepted a Settlement Agreement which effectively concluded the desegregation case (Little Rock School District, et al. v. North Little Rock School District et al., Lorene Joshua et al., Arkansas Virtual Academy, et al., Case No. 4:82-CV-866-DPM, U.S. District Court-Eastern Division of Arkansas Western Division). One of the provisions of the Settlement Agreement was the voluntary dismissal with prejudice of its appeal to the Eighth Circuit Court of Appeals concerning charter school issues.

In conclusion, Rockbridge submits that upon the basis of its review, neither any existing federal District Court desegregation order affecting the NLRSD, LRSD and PCSSD, nor the 1989 Settlement Agreement, prohibit the State's charter school authorizer from granting a new charter for an open-enrollment public charter school in Pulaski County.

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:

When we consider the possible perpetuity of Rockbridge Montessori School, we cannot help but see how Rockbridge might enter into the deep tradition and established history of Montessori education, for Montessori is itself a Method of perpetuity. Montessorians, Montessori children and parents, and even traditional educators have seen the worthiness of Montessori education for over one hundred years from countries all over the globe. Montessori is an educational legacy, one that we found and received as a great gift. For some of us, we received this gift when our children did, when they enrolled in a Montessori school. For others, we received when we became Montessorians through formal training, and for some of us, through the study and understanding of Montessori education. In our different ways we all have come to share the same understanding of the life-changing potential that Montessori education offers to children. And now we want this gift to be in our home state, where we live, in Arkansas. We are united in our work to offer Arkansas public school families a unique, safe, and joyful academic place for children that a pure implementation of the Montessori Method provides.

Thus we see Rockbridge continuing not just because of the great gift that Montessori is but because of the fact that we are willing to share it. And we will share it like it was shared with us, passionately and generously.

It is with this spirit of sharing that we have begun the process of creating Rockbridge Montessori. We bring with us our most skillful expertise, our most insightful creativity, our most dedicated work to begin this school. Shannon shares her deep understanding of Montessori education, of the pedagogy and praxis which will keep our Method pure and worthy of sharing to all others. Sarah shares her gift of educational leadership, of the wisdom and foresight that emerges from her years as a principal. Kimber shares her gift of writing, of communicating through her words, for the adults that need to understand Montessori now, and for the older children who will need to learn the craft later. Sherry shares her gift of organization, of the events that will arise in the process of creating and celebrating our school and our children's accomplishments. Shirley shares her gift of art, of the beauty that will become our school as it emerges from her paint, flowers, and textiles. Bill shares his gift of technology, as he brings our school online with the networks, websites, and even computer-based testing that will keep our school current in the digital age. Thus our contributions to Rockbridge Montessori may vary, but our commitment does not. We all have much to share.

So it is with these children, the first children of Rockbridge, that we will first share the gift of Montessori. It is these children, the ones who need it the most, to which we want to give, passionately and generously. But these children need more advocates than just us. Thus we will share Montessori to their parents, so they can provide a supportive role in their children's education. We will share Montessori to the leaders of St. John Baptist Church, our proprietor, so they can see the good that has arisen from them saying yes. We will share Montessori to the greater Little Rock community, to our new Montessori teachers, new administrators, new school board members, and new advocates of Rockbridge so they might continue this good work after we retire. But also we will share Montessori to the greater educational community, inviting emerging new teachers from Arkansas universities to observe, student-teach, and ultimately opt for Montessori education --and we will recruit only the best. We will be confident that these new Montessorians can take hold of the leadership and the teaching of the school, after we leave Rockbridge in their stable hands.

And from there, we will not stop sharing. As the founders of Rockbridge were coming to the conclusion of the writing of this application, we began to see that the sharing of the gift of Montessori needs to continue past the gardens and playground of our school, past our neighborhoods, past our city limits. We began to envision that our school may someday serve as a model and a guide for future public Montessori schools in Arkansas. We hope to share this gift so much and so often that we might become a beacon of hope for the educational change that just might emerge if we dream big enough, if we work hard enough. Montessori in Arkansas has many places to grow.

Thus we know that our good work will not end, that our school will continue because of the great need that will generate a demand for Montessori education in the public sector. Montessori was never intended to be just for

the elite, never intended just for those who could afford it. In fact returning Montessori to the public sector, to children in poverty, is returning Montessori education to its humble yet honorable beginnings. It is with pride that Montessorians tell how Dr. Montessori herself beckoned her first class of children from the slums of Rome to begin in the “Casa dei Bambini,” the children's house. The first Montessori children were like ours will be, eager for the opportunity to thrive.

Because of the children, we want to share Montessori again and again. The more we share, the more Montessori in Arkansas will grow; the more it will perpetuate, the more the children of Arkansas will thrive. But we know it starts with one school giving quality Montessori education to the children of Arkansas, sharing our best with each individual child.

We spoke before, at the beginning of this application, of a single Arkansas child. We imagined together the image of a second grade girl, one with great potential and also one with great need. If you saw her today in any public school in central Arkansas, she would not be enrolled in a Montessori school, not in any school as uniquely designed for children as Rockbridge Montessori School aspires to be. In central Arkansas, Montessori education has never before been offered in the public sector, never before been offered to public school children.

The founders of Rockbridge Montessori School want this to change, not just for now, not just for her, but forever. We want to see a different kind of child emerging because we see Arkansas children, the children from our hometown, as having great potential but also having great need. We want to share this rich gift of Montessori education to low SES children, to Arkansas families who could never afford it. Every Arkansas child does indeed have great potential and great need, the need for an amazing educational opportunity in Arkansas regardless of family income; they need Rockbridge Montessori School.

Attachment 1

Form **1023**
(Rev. December 2013)
Department of the Treasury
Internal Revenue Service

Application for Recognition of Exemption (99) Under Section 501(c)(3) of the Internal Revenue Code

(Use with the June 2006 revision of the Instructions for Form 1023 and the current Notice 1382)

OMB No. 1545-0056

Note: If exempt status is approved, this application will be open for public inspection.

Use the instructions to complete this application and for a definition of all **bold** items. For additional help, call IRS Exempt Organizations Customer Account Services toll-free at 1-877-829-5500. Visit our website at www.irs.gov for forms and publications. If the required information and documents are not submitted with payment of the appropriate user fee, the application may be returned to you.

Attach additional sheets to this application if you need more space to answer fully. Put your name and EIN on each sheet and identify each answer by Part and line number. Complete Parts I - XI of Form 1023 and submit only those Schedules (A through H) that apply to you.

Part I Identification of Applicant

1 Full name of organization (exactly as it appears in your organizing document) Rockbridge Montessori School		2 c/o Name (if applicable)	
3 Mailing address (Number and street) (see instructions) 809 Loyola Drive		Room/Suite	4 Employer Identification Number (EIN) 46-5612652
City or town, state or country, and ZIP + 4 Little Rock, AR 72211		5 Month the annual accounting period ends (01-12) 06	
6 Primary contact (officer, director, trustee, or authorized representative) a Name: William Simmons		b Phone: 501-554-9625	
		c Fax: (optional)	
7 Are you represented by an authorized representative, such as an attorney or accountant? If "Yes," provide the authorized representative's name, and the name and address of the authorized representative's firm. Include a completed Form 2848, <i>Power of Attorney and Declaration of Representative</i> , with your application if you would like us to communicate with your representative.		<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No	
8 Was a person who is not one of your officers, directors, trustees, employees, or an authorized representative listed in line 7, paid, or promised payment, to help plan, manage, or advise you about the structure or activities of your organization, or about your financial or tax matters? If "Yes," provide the person's name, the name and address of the person's firm, the amounts paid or promised to be paid, and describe that person's role.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
9a Organization's website: www.RockbridgeMontessori.org			
b Organization's email: (optional) Bill@RockbridgeMontessori.org			
10 Certain organizations are not required to file an information return (Form 990 or Form 990-EZ). If you are granted tax-exemption, are you claiming to be excused from filing Form 990 or Form 990-EZ? If "Yes," explain. See the instructions for a description of organizations not required to file Form 990 or Form 990-EZ.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
11 Date incorporated if a corporation, or formed, if other than a corporation: (MM/DD/YYYY)		5 / 21 / 2014	
12 Were you formed under the laws of a foreign country? If "Yes," state the country.		<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	

For Paperwork Reduction Act Notice, see page 24 of the instructions.

Cat. No. 17133K

Form **1023** (Rev. 12-2013)

Part II Organizational Structure

You must be a corporation (including a limited liability corporation), an unincorporated association, or a trust to be tax exempt. (See instructions). **DO NOT file this form unless you can check "Yes" on lines 1, 2, 3, or 4.**

- 1 Are you a **corporation**? If "Yes," attach a copy of your articles of incorporation showing **certification of filing** with the appropriate state agency. Include copies of any amendments to your articles and be sure they also show state filing certification. ☒ Yes ☐ No
- 2 Are you a **limited liability company (LLC)**? If "Yes," attach a copy of your articles of organization showing certification of filing with the appropriate state agency. Also, if you adopted an operating agreement, attach a copy. Include copies of any amendments to your articles and be sure they show state filing certification. Refer to the instructions for circumstances when an LLC should not file its own exemption application. ☐ Yes ☒ No
- 3 Are you an **unincorporated association**? If "Yes," attach a copy of your articles of association, constitution, or other similar organizing document that is dated and includes at least two signatures. Include signed and dated copies of any amendments. ☐ Yes ☒ No
- 4a Are you a **trust**? If "Yes," attach a signed and dated copy of your trust agreement. Include signed and dated copies of any amendments. ☐ Yes ☒ No
- b Have you been funded? If "No," explain how you are formed without anything of value placed in trust. ☐ Yes ☐ No
- 5 Have you adopted **bylaws**? If "Yes," attach a current copy showing date of adoption. If "No," explain how your officers, directors, or trustees are selected. ☒ Yes ☐ No

Part III Required Provisions in Your Organizing Document

The following questions are designed to ensure that when you file this application, your organizing document contains the required provisions to meet the organizational test under Section 501(c)(3). Unless you can check the boxes in both lines 1 and 2, your organizing document does not meet the organizational test. **DO NOT file this application until you have amended your organizing document.** Submit your original and amended organizing documents (showing state filing certification if you are a corporation or an LLC) with your application.

- 1 Section 501(c)(3) requires that your organizing document state your exempt purpose(s), such as charitable, religious, educational, and/or scientific purposes. Check the box to confirm that your organizing document meets this requirement. Describe specifically where your organizing document meets this requirement, such as a reference to a particular article or section in your organizing document. Refer to the instructions for exempt purpose language. Location of Purpose Clause (Page, Article, and Paragraph): Article V, Paragraph 5.1 ☒
- 2a Section 501(c)(3) requires that upon dissolution of your organization, your remaining assets must be used exclusively for exempt purposes, such as charitable, religious, educational, and/or scientific purposes. Check the box on line 2a to confirm that your organizing document meets this requirement by express provision for the distribution of assets upon dissolution. If you rely on state law for your dissolution provision, do not check the box on line 2a and go to line 2c. ☒
- 2b If you checked the box on line 2a, specify the location of your dissolution clause (Page, Article, and Paragraph). Do not complete line 2c if you checked box 2a. Article V, Paragraph 5.4
- 2c See the instructions for information about the operation of state law in your particular state. Check this box if you rely on operation of state law for your dissolution provision and indicate the state: ☐

Part IV Narrative Description of Your Activities

Using an attachment, describe your *past, present, and planned* activities in a narrative. If you believe that you have already provided some of this information in response to other parts of this application, you may summarize that information here and refer to the specific parts of the application for supporting details. You may also attach representative copies of newsletters, brochures, or similar documents for supporting details to this narrative. Remember that if this application is approved, it will be open for public inspection. Therefore, your narrative description of activities should be thorough and accurate. Refer to the instructions for information that must be included in your description.

Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors

- 1a List the names, titles, and mailing addresses of all of your officers, directors, and trustees. For each person listed, state their total annual **compensation**, or proposed compensation, for all services to the organization, whether as an officer, employee, or other position. Use actual figures, if available. Enter "none" if no compensation is or will be paid. If additional space is needed, attach a separate sheet. Refer to the instructions for information on what to include as compensation.

Name	Title	Mailing address	Compensation amount (annual actual or estimated)
William Simmons	Director, President	809 Loyola Dr. Little Rock, AR 72211	none
Sherry Allen-Elmer	Director, Vice President	513 Westfield Dr. North Little Rock, AR 72118	none
Kimber Barber-Fendley	Director, Secretary & Treasurer	7 Tm Fly Way Maumelle, AR 72113	\$10,000
Sarah Gober	Director	1701 Gay Ln. Benton, AR 72019	none
Shirley Fendley	Director	4528 Austin Drive North Little Rock, AR 72116	none

Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors (Continued)

- b** List the names, titles, and mailing addresses of each of your five highest compensated employees who receive or will receive compensation of more than \$50,000 per year. Use the actual figure, if available. Refer to the instructions for information on what to include as compensation. Do not include officers, directors, or trustees listed in line 1a.

Name	Title	Mailing address	Compensation amount (annual actual or estimated)
Shannon Nuckols	Curriculum Director	2414 Red Bud Cove Benton, AR 72015	\$65,000.00

- c** List the names, names of businesses, and mailing addresses of your five highest compensated independent contractors that receive or will receive compensation of more than \$50,000 per year. Use the actual figure, if available. Refer to the instructions for information on what to include as compensation.

Name	Title	Mailing address	Compensation amount (annual actual or estimated)

The following "Yes" or "No" questions relate to *past, present, or planned* relationships, transactions, or agreements with your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed in lines 1a, 1b, and 1c.

- 2a** Are any of your officers, directors, or trustees related to each other through family or business relationships? ☒ Yes ☐ No
If "Yes," identify the individuals and explain the relationship.
- b** Do you have a business relationship with any of your officers, directors, or trustees other than through their position as an officer, director, or trustee? If "Yes," identify the individuals and describe the business relationship with each of your officers, directors, or trustees. ☐ Yes ☒ No
- c** Are any of your officers, directors, or trustees related to your highest compensated employees or highest compensated independent contractors listed on lines 1b or 1c through family or business relationships? If "Yes," identify the individuals and explain the relationship. ☐ Yes ☒ No

- 3a** For each of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed on lines 1a, 1b, or 1c, attach a list showing their name, qualifications, average hours worked, and duties.

- b** Do any of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed on lines 1a, 1b, or 1c receive compensation from any other organizations, whether tax exempt or taxable, that are related to you through common control? If "Yes," identify the individuals, explain the relationship between you and the other organization, and describe the compensation arrangement. ☐ Yes ☒ No

- 4** In establishing the compensation for your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed on lines 1a, 1b, and 1c, the following practices are recommended, although they are not required to obtain exemption. Answer "Yes" to all the practices you use.

- a** Do you or will the individuals that approve compensation arrangements follow a conflict of interest policy? ☒ Yes ☐ No
- b** Do you or will you approve compensation arrangements in advance of paying compensation? ☒ Yes ☐ No
- c** Do you or will you document in writing the date and terms of approved compensation arrangements? ☒ Yes ☐ No

Part V**Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors (Continued)**

d Do you or will you record in writing the decision made by each individual who decided or voted on compensation arrangements?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
e Do you or will you approve compensation arrangements based on information about compensation paid by similarly situated taxable or tax-exempt organizations for similar services, current compensation surveys compiled by independent firms, or actual written offers from similarly situated organizations? Refer to the instructions for Part V, lines 1a, 1b, and 1c, for information on what to include as compensation.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
f Do you or will you record in writing both the information on which you relied to base your decision and its source?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
g If you answered "No" to any item on lines 4a through 4f, describe how you set compensation that is reasonable for your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed in Part V, lines 1a, 1b, and 1c.		
5a Have you adopted a conflict of interest policy consistent with the sample conflict of interest policy in Appendix A to the instructions? If "Yes," provide a copy of the policy and explain how the policy has been adopted, such as by resolution of your governing board. If "No," answer lines 5b and 5c.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
b What procedures will you follow to assure that persons who have a conflict of interest will not have influence over you for setting their own compensation?		
c What procedures will you follow to assure that persons who have a conflict of interest will not have influence over you regarding business deals with themselves?		
Note: A conflict of interest policy is recommended though it is not required to obtain exemption. Hospitals, see Schedule C, Section I, line 14.		
6a Do you or will you compensate any of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed in lines 1a, 1b, or 1c through non-fixed payments, such as discretionary bonuses or revenue-based payments? If "Yes," describe all non-fixed compensation arrangements, including how the amounts are determined, who is eligible for such arrangements, whether you place a limitation on total compensation, and how you determine or will determine that you pay no more than reasonable compensation for services. Refer to the instructions for Part V, lines 1a, 1b, and 1c, for information on what to include as compensation.	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
b Do you or will you compensate any of your employees, other than your officers, directors, trustees, or your five highest compensated employees who receive or will receive compensation of more than \$50,000 per year, through non-fixed payments, such as discretionary bonuses or revenue-based payments? If "Yes," describe all non-fixed compensation arrangements, including how the amounts are or will be determined, who is or will be eligible for such arrangements, whether you place or will place a limitation on total compensation, and how you determine or will determine that you pay no more than reasonable compensation for services. Refer to the instructions for Part V, lines 1a, 1b, and 1c, for information on what to include as compensation.	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
7a Do you or will you purchase any goods, services, or assets from any of your officers, directors, trustees, highest compensated employees, or highest compensated independent contractors listed in lines 1a, 1b, or 1c? If "Yes," describe any such purchase that you made or intend to make, from whom you make or will make such purchases, how the terms are or will be negotiated at arm's length, and explain how you determine or will determine that you pay no more than fair market value. Attach copies of any written contracts or other agreements relating to such purchases.	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
b Do you or will you sell any goods, services, or assets to any of your officers, directors, trustees, highest compensated employees, or highest compensated independent contractors listed in lines 1a, 1b, or 1c? If "Yes," describe any such sales that you made or intend to make, to whom you make or will make such sales, how the terms are or will be negotiated at arm's length, and explain how you determine or will determine you are or will be paid at least fair market value. Attach copies of any written contracts or other agreements relating to such sales.	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
8a Do you or will you have any leases, contracts, loans, or other agreements with your officers, directors, trustees, highest compensated employees, or highest compensated independent contractors listed in lines 1a, 1b, or 1c? If "Yes," provide the information requested in lines 8b through 8f.	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
b Describe any written or oral arrangements that you made or intend to make.		
c Identify with whom you have or will have such arrangements.		
d Explain how the terms are or will be negotiated at arm's length.		
e Explain how you determine you pay no more than fair market value or you are paid at least fair market value.		
f Attach copies of any signed leases, contracts, loans, or other agreements relating to such arrangements.		
9a Do you or will you have any leases, contracts, loans, or other agreements with any organization in which any of your officers, directors, or trustees are also officers, directors, or trustees, or in which any individual officer, director, or trustee owns more than a 35% interest? If "Yes," provide the information requested in lines 9b through 9f.	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No

Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors (Continued)

- b Describe any written or oral arrangements that you made or intend to make.
- c Identify with whom you have or will have such arrangements.
- d Explain how the terms are or will be negotiated at arm's length.
- e Explain how you determine or will determine you pay no more than fair market value or that you are paid at least fair market value.
- f Attach a copy of any signed leases, contracts, loans, or other agreements relating to such arrangements.

Part VI Your Members and Other Individuals and Organizations That receive Benefits From You

The following "Yes" or "No" questions relate to goods, services, and funds you provide to individuals and organizations as part of your activities. Your answers should pertain to *past, present, and planned* activities. (See instructions.)

- 1a In carrying out your exempt purposes, do you provide goods, services, or funds to individuals? ☒ Yes ☐ No
If "Yes," describe each program that provides goods, services, or funds to individuals.
- b In carrying out your exempt purposes, do you provide goods, services, or funds to organizations? ☐ Yes ☒ No
If "Yes," describe each program that provides goods, services, or funds to organizations.
- 2 Do any of your programs limit the provision of goods, services, or funds to a specific individual or group of specific individuals? For example, answer "Yes," if goods, services, or funds are provided only for a particular individual, your members, individuals who work for a particular employer, or graduates of a particular school. If "Yes," explain the limitation and how recipients are selected for each program. ☐ Yes ☒ No
- 3 Do any individuals who receive goods, services, or funds through your programs have a family or business relationship with any officer, director, trustee, or with any of your highest compensated employees or highest compensated independent contractors listed in Part V, lines 1a, 1b, and 1c? If "Yes," explain how these related individuals are eligible for goods, services, or funds. ☐ Yes ☒ No

Part VII Your History

The following "Yes" or "No" questions relate to your history. (See instructions.)

- 1 Are you a successor to another organization? Answer "Yes," if you have taken or will take over the activities of another organization; you took over 25% or more of the fair market value of the net assets of another organization; or you were established upon the conversion of an organization from for-profit to non-profit status. If "Yes," complete Schedule G. ☐ Yes ☒ No
- 2 Are you submitting this application more than 27 months after the end of the month in which you were legally formed? If "Yes," complete Schedule E. ☐ Yes ☒ No

Part VIII Your Specific Activities

The following "Yes" or "No" questions relate to specific activities that you may conduct. Check the appropriate box. Your answers should pertain to *past, present, and planned* activities. (See instructions.)

- 1 Do you support or oppose candidates in political campaigns in any way? If "Yes," explain. ☐ Yes ☒ No
- 2a Do you attempt to influence legislation? If "Yes," explain how you attempt to influence legislation and complete line 2b. If "No," go to line 3a. ☐ Yes ☒ No
- b Have you made or are you making an election to have your legislative activities measured by expenditures by filing Form 5768? If "Yes," attach a copy of the Form 5768 that was already filed or attach a completed Form 5768 that you are filing with this application. If "No," describe whether your attempts to influence legislation are a substantial part of your activities. Include the time and money spent on your attempts to influence legislation as compared to your total activities. ☐ Yes ☐ No
- 3a Do you or will you operate bingo or gaming activities? If "Yes," describe who conducts them, and list all revenue received or expected to be received and expenses paid or expected to be paid in operating these activities. Revenue and expenses should be provided for the time periods specified in Part IX, Financial Data. ☐ Yes ☒ No
- b Do you or will you enter into contracts or other agreements with individuals or organizations to conduct bingo or gaming for you? If "Yes," describe any written or oral arrangements that you made or intend to make, identify with whom you have or will have such arrangements, explain how the terms are or will be negotiated at arm's length, and explain how you determine or will determine you pay no more than fair market value or you will be paid at least fair market value. Attach copies of any written contracts or other agreements relating to such arrangements. ☐ Yes ☒ No
- c List the states and local jurisdictions, including Indian Reservations, in which you conduct or will conduct gaming or bingo.

Part VIII Your Specific Activities (Continued)

4a Do you or will you undertake fundraising? If "Yes," check all the fundraising programs you do or will conduct. ☒ Yes ☐ No
(See instructions.)

- | | |
|---|--|
| <input type="checkbox"/> mail solicitations | <input type="checkbox"/> phone solicitations |
| <input type="checkbox"/> email solicitations | <input checked="" type="checkbox"/> accept donations on your website |
| <input checked="" type="checkbox"/> personal solicitations | <input type="checkbox"/> receive donations from another organization's website |
| <input type="checkbox"/> vehicle, boat, plane, or similar donations | <input checked="" type="checkbox"/> government grant solicitations |
| <input checked="" type="checkbox"/> foundation grant solicitations | <input type="checkbox"/> Other |

Attach a description of each fundraising program.

b Do you or will you have written or oral contracts with any individuals or organizations to raise funds for you? If "Yes," describe these activities. Include all revenue and expenses from these activities and state who conducts them. Revenue and expenses should be provided for the time periods specified in Part IX, Financial Data. Also, attach a copy of any contracts or agreements. ☐ Yes ☒ No

c Do you or will you engage in fundraising activities for other organizations? If "Yes," describe these arrangements. Include a description of the organizations for which you raise funds and attach copies of all contracts or agreements. ☐ Yes ☒ No

d List all states and local jurisdictions in which you conduct fundraising. For each state or local jurisdiction listed, specify whether you fundraise for your own organization, you fundraise for another organization, or another organization fundraises for you.

e Do you or will you maintain separate accounts for any contributor under which the contributor has the right to advise on the use or distribution of funds? Answer "Yes" if the donor may provide advice on the types of investments, distributions from the types of investments, or the distribution from the donor's contribution account. If "Yes," describe this program, including the type of advice that may be provided and submit copies of any written materials provided to donors. ☐ Yes ☒ No

5 Are you affiliated with a governmental unit? If "Yes," explain. ☐ Yes ☒ No

6a Do you or will you engage in economic development? If "Yes," describe your program. ☐ Yes ☒ No

b Describe in full who benefits from your economic development activities and how the activities promote exempt purposes.

7a Do or will persons other than your employees or volunteers develop your facilities? If "Yes," describe each facility, the role of the developer, and any business or family relationship(s) between the developer and your officers, directors, or trustees. ☐ Yes ☒ No

b Do or will persons other than your employees or volunteers manage your activities or facilities? If "Yes," describe each activity and facility, the role of the manager, and any business or family relationship(s) between the manager and your officers, directors, or trustees. ☐ Yes ☒ No

c If there is a business or family relationship between any manager or developer and your officers, directors, or trustees, identify the individuals, explain the relationship, describe how contracts are negotiated at arm's length so that you pay no more than fair market value, and submit a copy of any contracts or other agreements.

8 Do you or will you enter into joint ventures, including partnerships or limited liability companies treated as partnerships, in which you share profits and losses with partners other than section 501(c)(3) organizations? If "Yes," describe the activities of these joint ventures in which you participate. ☐ Yes ☒ No

9a Are you applying for exemption as a childcare organization under section 501(k)? If "Yes," answer lines 9b through 9d. If "No," go to line 10. ☐ Yes ☒ No

b Do you provide child care so that parents or caretakers of children you care for can be gainfully employed (see instructions)? If "No," explain how you qualify as a childcare organization described in section 501(k). ☐ Yes ☐ No

c Of the children for whom you provide child care, are 85% or more of them cared for by you to enable their parents or caretakers to be gainfully employed (see instructions)? If "No," explain how you qualify as a childcare organization described in section 501(k). ☐ Yes ☐ No

d Are your services available to the general public? If "No," describe the specific group of people for whom your activities are available. Also, see the instructions and explain how you qualify as a childcare organization described in section 501(k). ☐ Yes ☐ No

10 Do you or will you publish, own, or have rights in music, literature, tapes, artworks, choreography, scientific discoveries, or other intellectual property? If "Yes," explain. Describe who owns or will own any copyrights, patents, or trademarks, whether fees are or will be charged, how the fees are determined, and how any items are or will be produced, distributed, and marketed. ☐ Yes ☒ No

Part VIII Your Specific Activities (Continued)

11 Do you or will you accept contributions of: real property; conservation easements; closely held securities; intellectual property such as patents, trademarks, and copyrights; works of music or art; licenses; royalties; automobiles, boats, planes, or other vehicles; or collectibles of any type? If "Yes," describe each type of contribution, any conditions imposed by the donor on the contribution, and any agreements with the donor regarding the contribution. ☐ Yes ☒ No

12a Do you or will you operate in a foreign country or countries? If "Yes," answer lines 12b through 12d. If "No," go to line 13a. ☐ Yes ☒ No

b Name the foreign countries and regions within the countries in which you operate.

c Describe your operations in each country and region in which you operate.

d Describe how your operations in each country and region further your exempt purposes.

13a Do you or will you make grants, loans, or other distributions to organization(s)? If "Yes," answer lines 13b through 13g. If "No," go to line 14a. ☐ Yes ☒ No

b Describe how your grants, loans, or other distributions to organizations further your exempt purposes.

c Do you have written contracts with each of these organizations? If "Yes," attach a copy of each contract. ☐ Yes ☐ No

d Identify each recipient organization and any relationship between you and the recipient organization.

e Describe the records you keep with respect to the grants, loans, or other distributions you make.

f Describe your selection process, including whether you do any of the following:

(i) Do you require an application form? If "Yes," attach a copy of the form. ☐ Yes ☐ No

(ii) Do you require a grant proposal? If "Yes," describe whether the grant proposal specifies your responsibilities and those of the grantee, obligates the grantee to use the grant funds only for the purposes for which the grant was made, provides for periodic written reports concerning the use of grant funds, requires a final written report and an accounting of how grant funds were used, and acknowledges your authority to withhold and/or recover grant funds in case such funds are, or appear to be, misused. ☐ Yes ☐ No

g Describe your procedures for oversight of distributions that assure you the resources are used to further your exempt purposes, including whether you require periodic and final reports on the use of resources.

14a Do you or will you make grants, loans, or other distributions to foreign organizations? If "Yes," answer lines 14b through 14f. If "No," go to line 15. ☐ Yes ☒ No

b Provide the name of each foreign organization, the country and regions within a country in which each foreign organization operates, and describe any relationship you have with each foreign organization.

c Does any foreign organization listed in line 14b accept contributions earmarked for a specific country or specific organization? If "Yes," list all earmarked organizations or countries. ☐ Yes ☐ No

d Do your contributors know that you have ultimate authority to use contributions made to you at your discretion for purposes consistent with your exempt purposes? If "Yes," describe how you relay this information to contributors. ☐ Yes ☐ No

e Do you or will you make pre-grant inquiries about the recipient organization? If "Yes," describe these inquiries, including whether you inquire about the recipient's financial status, its tax-exempt status under the Internal Revenue Code, its ability to accomplish the purpose for which the resources are provided, and other relevant information. ☐ Yes ☐ No

f Do you or will you use any additional procedures to ensure that your distributions to foreign organizations are used in furtherance of your exempt purposes? If "Yes," describe these procedures, including site visits by your employees or compliance checks by impartial experts, to verify that grant funds are being used appropriately. ☐ Yes ☐ No

Part VIII Your Specific Activities (Continued)

- | | | | |
|----|--|---|--|
| 15 | Do you have a close connection with any organizations? If "Yes," explain. | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
| 16 | Are you applying for exemption as a cooperative hospital service organization under section 501(e)? If "Yes," explain. | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
| 17 | Are you applying for exemption as a cooperative service organization of operating educational organizations under section 501(f)? If "Yes," explain. | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
| 18 | Are you applying for exemption as a charitable risk pool under section 501(n)? If "Yes," explain. | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
| 19 | Do you or will you operate a school ? If "Yes," complete Schedule B. Answer "Yes," whether you operate a school as your main function or as a secondary activity. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 20 | Is your main function to provide hospital or medical care ? If "Yes," complete Schedule C. | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
| 21 | Do you or will you provide low-income housing or housing for the elderly or handicapped ? If "Yes," complete Schedule F. | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
| 22 | Do you or will you provide scholarships, fellowships, educational loans, or other educational grants to individuals, including grants for travel, study, or other similar purposes? If "Yes," complete Schedule H. | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |

Note: Private foundations may use Schedule H to request advance approval of individual grant procedures.

Part IX Financial Data

For purposes of this schedule, years in existence refer to completed tax years. If in existence 4 or more years, complete the schedule for the most recent 4 tax years. If in existence more than 1 year but less than 4 years, complete the statements for each year in existence and provide projections of your likely revenues and expenses based on a reasonable and good faith estimate of your future finances for a total of 3 years of financial information. If in existence less than 1 year, provide projections of your likely revenues and expenses for the current year and the 2 following years, based on a reasonable and good faith estimate of your future finances for a total of 3 years of financial information. (See instructions.)

A. Statement of Revenues and Expenses

	Type of revenue or expense	Current tax year	3 prior tax years or 2 succeeding tax years			(e) Provide Total for (a) through (d)
		(a) From <u>7/1/15</u> To <u>6/30/16</u>	(b) From <u>7/1/16</u> To <u>6/30/17</u>	(c) From <u>7/1/17</u> To <u>6/30/18</u>	(d) From _____ To _____	
Revenues	1 Gifts, grants, and contributions received (do not include unusual grants)					
	2 Membership fees received					
	3 Gross investment income					
	4 Net unrelated business income					
	5 Taxes levied for your benefit					
	6 Value of services or facilities furnished by a governmental unit without charge (not including the value of services generally furnished to the public without charge)					
	7 Any revenue not otherwise listed above or in lines 9–12 below (attach an itemized list)					
	8 Total of lines 1 through 7					
	9 Gross receipts from admissions, merchandise sold or services performed, or furnishing of facilities in any activity that is related to your exempt purposes (attach itemized list)	818,459	982,151	982,151		2,782,761
	10 Total of lines 8 and 9	818,459	982,151	982,151		2,782,761
Expenses	11 Net gain or loss on sale of capital assets (attach schedule and see instructions)					
	12 Unusual grants					
	13 Total Revenue Add lines 10 through 12	818,459	982,151	982,151		2,782,761
	14 Fundraising expenses					
	15 Contributions, gifts, grants, and similar amounts paid out (attach an itemized list)					
	16 Disbursements to or for the benefit of members (attach an itemized list)					
	17 Compensation of officers, directors, and trustees					
	18 Other salaries and wages	457,976	562,776	562,776		
	19 Interest expense					
	20 Occupancy (rent, utilities, etc.)	275,000	260,000	260,000		
	21 Depreciation and depletion					
	22 Professional fees	10,000	5,000	5,000		
	23 Any expense not otherwise classified, such as program services (attach itemized list)	75,000	67,000	67,000		
	24 Total Expenses Add lines 14 through 23	817,976	894,776	894,776		

Part IX Financial Data (Continued)**B. Balance Sheet (for your most recently completed tax year)**

Assets			
1	Cash	1	86
2	Accounts receivable, net	2	
3	Inventories	3	
4	Bonds and notes receivable (attach an itemized list)	4	
5	Corporate stocks (attach an itemized list)	5	
6	Loans receivable (attach an itemized list)	6	
7	Other investments (attach an itemized list)	7	
8	Depreciable and depletable assets (attach an itemized list)	8	
9	Land	9	
10	Other assets (attach an itemized list)	10	
11	Total Assets (add lines 1 through 10)	11	86
Liabilities			
12	Accounts payable	12	
13	Contributions, gifts, grants, etc. payable	13	
14	Mortgages and notes payable (attach an itemized list)	14	
15	Other liabilities (attach an itemized list)	15	
16	Total Liabilities (add lines 12 through 15)	16	
Fund Balances or Net Assets			
17	Total fund balances or net assets	17	86
18	Total Liabilities and Fund Balances or Net Assets (add lines 16 and 17)	18	86
19 Have there been any substantial changes in your assets or liabilities since the end of the period shown above? If "Yes," explain.		<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No

Part X Public Charity Status

Part X is designed to classify you as an organization that is either a **private foundation** or a **public charity**. Public charity status is a more favorable tax status than private foundation status. If you are a private foundation, Part X is designed to further determine whether you are a **private operating foundation**. (See instructions.)

1a	Are you a private foundation? If "Yes," go to line 1b. If "No," go to line 5 and proceed as instructed. If you are unsure, see the instructions.	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
b	As a private foundation, section 508(e) requires special provisions in your organizing document in addition to those that apply to all organizations described in section 501(c)(3). Check the box to confirm that your organizing document meets this requirement, whether by express provision or by reliance on operation of state law. Attach a statement that describes specifically where your organizing document meets this requirement, such as a reference to a particular article or section in your organizing document or by operation of state law. See the instructions, including Appendix B, for information about the special provisions that need to be contained in your organizing document. Go to line 2.	<input type="checkbox"/>	
2	Are you a private operating foundation? To be a private operating foundation you must engage directly in the active conduct of charitable, religious, educational, and similar activities, as opposed to indirectly carrying out these activities by providing grants to individuals or other organizations. If "Yes," go to line 3. If "No," go to the signature section of Part XI.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
3	Have you existed for one or more years? If "Yes," attach financial information showing that you are a private operating foundation; go to the signature section of Part XI. If "No," continue to line 4.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
4	Have you attached either (1) an affidavit or opinion of counsel, (including a written affidavit or opinion from a certified public accountant or accounting firm with expertise regarding this tax law matter), that sets forth facts concerning your operations and support to demonstrate that you are likely to satisfy the requirements to be classified as a private operating foundation; or (2) a statement describing your proposed operations as a private operating foundation?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
5	If you answered "No" to line 1a, indicate the type of public charity status you are requesting by checking one of the choices below. You may check only one box.		
The organization is not a private foundation because it is:			
a	509(a)(1) and 170(b)(1)(A)(i)—a church or a convention or association of churches. Complete and attach Schedule A.	<input type="checkbox"/>	
b	509(a)(1) and 170(b)(1)(A)(ii)—a school. Complete and attach Schedule B.	<input checked="" type="checkbox"/>	
c	509(a)(1) and 170(b)(1)(A)(iii)—a hospital, a cooperative hospital service organization, or a medical research organization operated in conjunction with a hospital. Complete and attach Schedule C.	<input type="checkbox"/>	
d	509(a)(3)—an organization supporting either one or more organizations described in line 5a through c, f, g, or h.	<input type="checkbox"/>	

Part X Public Charity Status (Continued)

- e** 509(a)(4)—an organization organized and operated exclusively for testing for public safety. ☐
- f** 509(a)(1) and 170(b)(1)(A)(iv)—an organization operated for the benefit of a college or university that is owned or operated by a governmental unit. ☐
- g** 509(a)(1) and 170(b)(1)(A)(vi)—an organization that receives a substantial part of its financial support in the form of contributions from publicly supported organizations, from a governmental unit, or from the general public. ☐
- h** 509(a)(2)—an organization that normally receives not more than one-third of its financial support from gross **investment income** and receives more than one-third of its financial support from contributions, membership fees, and gross receipts from activities related to its exempt functions (subject to certain exceptions). ☐
- i** A publicly supported organization, but unsure if it is described in 5g or 5h. The organization would like the IRS to decide the correct status. ☐
- 6** If you checked box g, h, or i in question 5 above, you must request either an **advance** or a **definitive ruling** by selecting one of the boxes below. Refer to the instructions to determine which type of ruling you are eligible to receive.
- a Request for Advance Ruling:** By checking this box and signing the consent, pursuant to section 6501(c)(4) of the Code you request an advance ruling and agree to extend the statute of limitations on the assessment of excise tax under section 4940 of the Code. The tax will apply only if you do not establish public support status at the end of the 5-year advance ruling period. The assessment period will be extended for the 5 advance ruling years to 8 years, 4 months, and 15 days beyond the end of the first year. You have the right to refuse or limit the extension to a mutually agreed-upon period of time or issue(s). Publication 1035, *Extending the Tax Assessment Period*, provides a more detailed explanation of your rights and the consequences of the choices you make. You may obtain Publication 1035 free of charge from the IRS web site at www.irs.gov or by calling toll-free 1-800-829-3676. Signing this consent will not deprive you of any appeal rights to which you would otherwise be entitled. If you decide not to extend the statute of limitations, you are not eligible for an advance ruling. ☐

Consent Fixing Period of Limitations Upon Assessment of Tax Under Section 4940 of the Internal Revenue Code

For Organization

(Signature of Officer, Director, Trustee, or other authorized official)

(Type or print name of signer)

(Date)

(Type or print title or authority of signer)

For IRS Use Only

IRS Director, Exempt Organizations

(Date)

- b Request for Definitive Ruling:** Check this box if you have completed one tax year of at least 8 full months and you are requesting a definitive ruling. To confirm your public support status, answer line 6b(i) if you checked box g in line 5 above. Answer line 6b(ii) if you checked box h in line 5 above. If you checked box i in line 5 above, answer both lines 6b(i) and (ii). ☐
- (i) (a)** Enter 2% of line 8, column (e) on Part IX-A. Statement of Revenues and Expenses. ☐
- (b)** Attach a list showing the name and amount contributed by each person, company, or organization whose gifts totaled more than the 2% amount. If the answer is "None," check this box. ☐
- (ii) (a)** For each year amounts are included on lines 1, 2, and 9 of Part IX-A. Statement of Revenues and Expenses, attach a list showing the name of and amount received from each **disqualified person**. If the answer is "None," check this box. ☐
- (b)** For each year amounts are included on line 9 of Part IX-A. Statement of Revenues and Expenses, attach a list showing the name of and amount received from each payer, other than a disqualified person, whose payments were more than the larger of (1) 1% of line 10, Part IX-A. Statement of Revenues and Expenses, or (2) \$5,000. If the answer is "None," check this box. ☐

- 7** Did you receive any unusual grants during any of the years shown on Part IX-A. Statement of Revenues and Expenses? If "Yes," attach a list including the name of the contributor, the date and amount of the grant, a brief description of the grant, and explain why it is unusual. ☐ Yes ☒ No

Part XI User Fee Information

You must include a user fee payment with this application. It will not be processed without your paid user fee. If your average annual gross receipts have exceeded or will exceed \$10,000 annually over a 4-year period, you must submit payment of \$850. If your gross receipts have not exceeded or will not exceed \$10,000 annually over a 4-year period, the required user fee payment is \$400. See instructions for Part XI, for a definition of gross receipts over a 4-year period. Your check or money order must be made payable to the United States Treasury. User fees are subject to change. Check our website at www.irs.gov and type "User Fee" in the keyword box, or call Customer Account Services at 1-877-829-5500 for current information.

- 1 Have your annual gross receipts averaged or are they expected to average not more than \$10,000? ☐ Yes ☒ No
 If "Yes," check the box on line 2 and enclose a user fee payment of \$400 (Subject to change—see above).
 If "No," check the box on line 3 and enclose a user fee payment of \$850 (Subject to change—see above).
- 2 Check the box if you have enclosed the reduced user fee payment of \$400 (Subject to change). ☐
- 3 Check the box if you have enclosed the user fee payment of \$850 (Subject to change). ☒

I declare under the penalties of perjury that I am authorized to sign this application on behalf of the above organization and that I have examined this application, including the accompanying schedules and attachments, and to the best of my knowledge it is true, correct, and complete.

Please
Sign
Here


 (Signature of Officer, Director, Trustee, or other authorized official)

William Simmons
 (Type or print name of signer)
President
 (Type or print title or authority of signer)

7/16/14
 (Date)

Reminder: Send the completed Form 1023 Checklist with your filled-in-application.

Form **1023** (Rev. 12-2013)

Part I Identification of Applicant

7. If "Yes," provide the authorized representative's name, and the name and address of the authorized representative's firm. Include a completed Form 2848, *Power of Attorney and Declaration of Representative*, with your application if you would like us to communicate with your representative.

[Mary Ann Smith, 2303 Mystic Pt, Bryant, AR 72022](#)

Part IV Narrative Description of Your Activities

Using an attachment, describe your *past, present, and planned* activities in a narrative. If you believe that you have already provided some of this information in response to other parts of this application, you may summarize that information here and refer to the specific parts of the application for supporting details. You may also attach representative copies of newsletters, brochures, or similar documents for supporting details to this narrative. Remember that if this application is approved, it will be open for public inspection. Therefore, your narrative description of activities should be thorough and accurate. Refer to the instructions for information that must be included in your description.

[Rockbridge Montessori School](#) will offer Central Arkansas families a high-quality, public Montessori program for children between the ages of five and eighteen. [Rockbridge Montessori](#) is to be a racially, ethnically, and economically diverse school community deeply committed to realizing the inherent potential of all children.

We submitted our charter application with the [Arkansas Department of Education](#) in July 2014 requesting approval to enter into a charter agreement to operate an open-enrollment public charter school. Please see our [Charter Application](#) attached for further discussion of our school.

Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors

2a. Are any of your officers, directors, or trustees related to each other through family or business relationships? If "Yes," identify the individuals and explain the relationship.

[Shannon Nuckols and Kimber Barber-Findley are sisters.](#)
[Shirley Findley is Kimber Barber-Findley's mother-in-law.](#)

Part V Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors

3a. For each of your officers, directors, trustees, highest compensated employees, and highest compensated independent contractors listed on lines 1a, 1b, or 1c, attach a list showing their name, qualifications, average hours worked, and duties.

[William Simmons - Director, President](#)

[Bill Simmons](#) has served Arkansas businesses in the field of information technology for over twenty years. After graduating from the University of Arkansas, he began as a systems programmer for J.B. Hunt and has advanced into positions of leadership after he moved with his family to Little Rock. Simmons regularly volunteers in his community, serving on the [Sherwood Sharks'](#) swimming team board, serving as junior warden at [St. Margaret's Episcopal Church](#), and teaching Sunday school to preschoolers through the Catechesis of the Good Shepherd, a Montessori religious curriculum. He lives with his wife and three children in Little Rock. Bill will serve as Director and President and anticipates spending approximately 30 hours per month in service to [Rockbridge Montessori School](#).

[Sherry Elmer - Director, Vice President](#)

[Sherry Elmer](#) is an established Arkansas businesswoman in the beauty and salon industry for over thirty-three years. While owning her own business, Elmer mentored young men and women entering into her field as well as earning the titles of "Best Salon" and "Best Salonist" from the [North Little Rock Times](#). Elmer's energetic spirit and reliable service has created loyal customers, contacts, and friends in central Arkansas. Elmer describes herself as having a "servant's heart" who "puts others first" which is made apparent with her work as the coordinator of [Fifth Monday for ThatChurch.com](#) where she prepares and serves meals to the homeless as well as her work as special events coordinator at [Fellowship Bible Church North](#) in which she organized and served children in their annual community events, such as their fall carnival. Elmer has

been married for twenty-two years and lives in North Little Rock. Her grown son is working on his master's degree and lives in Bryant. Sherry will serve as Director and Vice President and anticipates spending approximately 20 hours per month in service to Rockbridge Montessori School.

Kimber Barber-Fendley, Director, Secretary & Treasurer

Kimber Barber-Fendley is an English teacher at Parkview Arts and Science Magnet High School who takes a hands-on, Montessori approach to English education. She specializes in an alternative teaching style which combines hands-on works, small group lessons, and individualized learning for students with an emphasis on student choice. Her approach serves all of her students well but allows greater access to her special education students, ESL students, as well as her resistant yet emerging writers and readers. Her style of teaching, dubbed "student-led teaching," will be featured next year in the Arkansas Department of Education's AIMM website, devoted to training new teachers during their first year of teaching. She has written and published works for academic audiences; her most recent was a collaborative work that produced the Little Rock School District's ninth English curriculum map which creates and establishes the curriculum for all ninth LRSD English teachers. She taught college composition for eight years yet prefers secondary education. She has two master's degrees and two bachelor's, in writing, literature, rhetoric, and English. She considers making English studies accessible to teens her life work, yet she has taught Catechesis of the Good Shepherd, a Montessori religious curriculum, for ten years. She has obtained the highest level of Catechesis certification which requires 360 hours of teacher training. She is currently a catechist at Christ Church, in downtown Little Rock, where she serves fourth -sixth graders. She lives in North Little Rock with her husband and daughter. Kimber will serve as Director, Secretary and Treasurer and anticipates spending approximately 20 hours per month in service to Rockbridge Montessori School. Mrs. Barber-Fendley was paid \$10,000 to draft and prepare the Charter Application for Rockbridge Montessori School.

Sarah Gober - Director

Sarah Gober has faithfully served in Arkansas public schools for twenty-four years and has been the Harmony Grove Middle School principal for the past thirteen. At her Title 1 school, Gober has advocated for and implemented "wrap around services" that aid children in poverty with summer meals, clothing, mental health services, and legal representation in the court system. She has served her greater district as the Pathwise Mentoring Coordinator, which coordinates all new teachers and their mentors in her school district. She has also represented her district at the Principal and Teachers Institute where she focused on setting and implementing goals and academic objectives in her district. Gober obtained her master's degree in educational leadership at Henderson State University and is continuing her doctorate at Harding University. In her community Gober has developed and implemented the hands-on, special education religious curriculum at Northside Church of Church. She lives with her husband and two children in Benton. Sarah will serve as Director and anticipates spending approximately 15 hours per month in service to Rockbridge Montessori School.

Shirley Fendley - Director

Shirley Fendley has been a life-long child advocate and volunteer for children in Arkansas for over forty years. After receiving her bachelor's degree in education from State College of Arkansas (currently UCA), she taught second and fourth grades at Carver Elementary School in Little Rock and first grade Sunday school for sixteen years. Shirley's many artistic talents have served children and teachers in both public and private schools as well as in children's religious education programs. Some of her volunteerism include teaching art, painting murals, creating hands-on educational materials, and designing and painting entire classrooms. She has made many public school children smile by creating artistic pieces just for them, such as a life-size log cabin for first graders' study of pioneer history as well as a hand-painted map and figurines of all characters of The Odyssey for ninth graders' study of Greek literature. Shirley has further volunteered in Reading Recovery, in scoliosis screening, and in Piece Makers, a quilt-making group that recently gave seventy-five homemade quilts and comfort to children at a youth home. Shirley brings her artistic talents and child advocacy to Rockbridge so that Rockbridge's physical location will be as beautiful as the Montessori Method taught within. Ms. Fendley will serve as Director and anticipates spending approximately 15 hours per month in service to Rockbridge Montessori School.

Shannon Nuckols - Curriculum Director

Shannon Nuckols is a Montessori teacher who began the first Montessori elementary classroom in a public school in Arkansas. Nuckols began her teaching career thirteen years ago as a traditional public school teacher. Then in 2011 she began AMI training, the highest, most rigorous training available. She has acquired her AMI certification as well as her master's in education with an emphasis in Montessori integration this year. Although Nuckols has served Arkansas public schools for six years, she is currently spending her year teaching at Alief Montessori Charter School in Houston, Texas to gain insight on the daily workings of a Montessori charter school. Nuckols' heart is serving children in poverty, which she

has through teaching at a Title 1 school and through leading her church's "bus ministry," which transports children to her church's weekly dinner and religious education program. Nuckols seeks to return to her home in Benton with her husband and two children.

As Curriculum Director, Mrs. Nuckols will be working with Montessori teachers so that they might provide a "pure" Montessori Method; working with children in the classroom to provide assistance with normalization; managing all state-required professional development for teachers, providing professional development in all matters of Montessori, providing supplemental instruction to children in literacy and/or numeracy remediation, training of aides and other support staff related to children's education, training/professional development of educational volunteers, leading parent education during Parent Nights, substituting during morning work cycle for teachers who are absent for multiple sick days or for their required days of observation and/or mentor-guided teaching, as required to fulfill all AMI certification requirements. This is a full-time position requiring at least 40 hours per week in service to Rockbridge Montessori School.

Part V**Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors**

5a. Have you adopted a **conflict of interest policy** consistent with the sample conflict of interest policy in Appendix A to the instructions? If "Yes," provide a copy of the policy and explain how the policy has been adopted, such as by resolution of your governing board. If "No," answer lines 5b and 5c.

The following conflict of interest policy was adopted by our Board by resolution on May 21, 2014.

CONFLICT OF INTEREST POLICY**Article I****Purpose**

The purpose of the conflict of interest policy is to protect the Corporation's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of the Corporation or might result in a possible excess benefit transaction. This policy is intended to supplement but not replace any applicable state and federal laws governing conflicts of interest applicable to nonprofit and charitable organizations.

Article II**Definitions****1. Interested Person**

Any director, principal officer, or member of a committee with governing board delegated powers, who has a direct or indirect financial interest, as defined below, in an interested person.

2. Financial Interest

A person has a financial interest if the person has, directly or indirectly, through business, investment, or family:

- a. An ownership or investment interest in any entity with which the Corporation has a transaction or arrangement,
- b. A compensation arrangement with the Corporation or with any entity or individual with which the Corporation has a transaction or arrangement, or
- c. A potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which the Corporation is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are not insubstantial.

A financial interest is not necessarily a conflict of interest. Under Article III, Section 2, a person who has a financial interest may have a conflict of interest only if the appropriate governing board or committee decides that a conflict of interest exists.

ARTICLE III**Procedures**

1. Duty to Disclose

In connection with any actual or possible conflict of interest, an interested person must disclose the existence of the financial interest and be given the opportunity to disclose all material facts to the directors and members of committee with governing board delegated powers considering the proposed transaction or arrangement.

2. Determining Whether a Conflict of Interest Exists

After disclosure of the financial interest and all material facts, and after any discussion with the interested person, he/she shall leave the governing board or committee meeting while the determination of a conflict of interest is discussed and voted upon. The remaining board or committee members shall decide if a conflict of interest exists.

3. Procedures for Addressing the Conflict of Interest

a. An interested person may make a presentation at the governing board or committee meeting, but after the presentation, he/she shall leave the meeting during the discussion of, and the vote on, the transaction or arrangement involving the possible conflict of interest.

b. The chairperson of the governing board or committee shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement.

c. After exercising due diligence, the governing board or committee shall determine whether the Corporation can obtain with reasonable efforts a more advantageous transaction or arrangement from a person or entity that would not give rise to a conflict of interest.

d. If more advantageous transaction or arrangement is not reasonably possible under circumstances not producing a conflict of interest, the governing board or committee shall determine by a majority vote of the disinterested directors whether the transaction or arrangement is in the Corporation's best interest, for its own benefit, and whether it is fair and reasonable. In conformity with the above determination it shall make its decision as to whether to enter the transaction or arrangement.

4. Violations of the Conflicts of Interest Policy

a. If the governing board or committee has reasonable cause to believe a member has failed to disclose actual or possible conflicts 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.

b. If, after hearing the member's response and after making further investigation as warranted by the circumstances, the governing board or committee determines the member has failed to disclose an actual or possible conflict of interest, it shall take appropriate disciplinary and corrective actions.

ARTICLE IV

Record of Proceedings

The minutes of the governing board and all committees with board delegated powers shall contain:

a. The names of the persons who disclosed or otherwise were found to have a financial interest in connection with 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 governing board's or committee's decision as to whether a conflict of interest in fact existed.

b. 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 in connection with the proceedings.

ARTICLE V

Compensation

a. A voting member of the governing board who receives compensation, directly or indirectly, from the Corporation for

services is precluded from voting on matters pertaining to that member's compensation.

b. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Corporation for services is precluded from voting on matters pertaining to that member's compensation.

c. No voting member of the governing board of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Corporation, either individually or collectively, is prohibited from providing information to any committee regarding compensation.

ARTICLE VI

Annual Statements

Each director, principal officer and member of a committee with governing board delegated powers shall annually sign a statement, which affirms such person:

a. Has received a copy of the conflicts of interest policy,

b. Has read and understands the policy,

c. Has agreed to comply with the policy, and

d. Understands the Corporation is charitable and in order to maintain its federal tax exemption it must engage primarily in activities which accomplish one or more of its tax-exempt purposes.

ARTICLE VII

Periodic Reviews

To ensure the Corporation operates in a manner consistent with charitable and/or educational purposes and does not engage in activities that could jeopardize its tax-exempt status, periodic reviews shall be conducted. The periodic reviews shall, at a minimum, include the following subjects:

a. Whether compensation arrangements and benefits are reasonable, based on competent survey information and the result of arm's length bargaining.

b. Whether partnerships, joint ventures, and arrangements with management organizations conform to the Corporation's written policies, are properly recorded, reflect reasonable investment or payments for goods or services, further charitable and/or educational purposes and do not result in inurement, impermissible private benefit or in an excess benefit transaction.

ARTICLE VIII

Use of Outside Experts

When conducting the periodic reviews as provided for in Article VII, the Corporation may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the governing board of its responsibility for ensuring periodic reviews are conducted.

Part VI

Your Members and Other Individuals and Organizations That receive Benefits From You

1a. In carrying out your exempt purposes, do you provide goods, services, or funds to individuals?

If "Yes," describe each program that provides goods, services, or funds to individuals.

Rockbridge Montessori School will offer Central Arkansas families a high-quality, public Montessori program for children between the ages of five and eighteen. Rockbridge Montessori is to be a racially, ethnically, and economically diverse school community deeply committed to realizing the inherent potential of all children. Students will develop within themselves the power to shape their lives and the world around them.

Part VIII Your Specific Activities

2b. Have you made or are you making an election to have your legislative activities measured by expenditures by filing Form 5768? If "Yes," attach a copy of the Form 5768 that was already filed or attach a completed Form 5768 that you are filing with this application. If "No," describe whether your attempts to influence legislation are a substantial part of your activities. Include the time and money spent on your attempts to influence legislation as compared to your total activities.

No. We do not plan to devote significant time or resources to attempt to influence legislation.

Part VIII Your Specific Activities

4a. Do you or will you undertake fundraising? Attach a description of each fundraising program.
Other (describe):

We plan to apply for both government grants and foundation grants available to public charter schools. We also plan to accept donations from the public on our website as well as through personal contacts who may want to support the school.

Part VIII Your Specific Activities

4d. List all states and local jurisdictions in which you conduct fundraising. For each state or local jurisdiction listed, specify whether you fundraise for your own organization, you fundraise for another organization, or another organization fundraises for you.

We will operate primarily in Arkansas.

Rockbridge Montessori School
EIN - 46-5612652

PART IX - Other Expenses Line 23

	7/1/15-6/30/16	7/1/16-6/30/17	7/1/17-6/30/18
Supplies & Materials	19,000	17,000	17,000
Equipment	11,000	5,000	5,000
Health Screening	8,000	8,000	8,000
Fiscal Services	10,000	10,000	10,000
Child Nutrition Program	22,000	22,000	22,000
Internet	5,000	5,000	5,000
	<hr/> 75,000	<hr/> 67,000	<hr/> 67,000

Schedule B. Schools, Colleges, and Universities

If you operate a school as an activity, complete Schedule B

Section I Operational Information

- 1a** Do you normally have a regularly scheduled curriculum, a regular faculty of qualified teachers, a regularly enrolled student body, and facilities where your educational activities are regularly carried on? If "No," do not complete the remainder of Schedule B. ☒ Yes ☐ No
- b** Is the primary function of your school the presentation of formal instruction? If "Yes," describe your school in terms of whether it is an elementary, secondary, college, technical, or other type of school. If "No," do not complete the remainder of Schedule B. ☒ Yes ☐ No
- 2a** Are you a public school because you are operated by a state or subdivision of a state? If "Yes," explain how you are operated by a state or subdivision of a state. Do not complete the remainder of Schedule B. ☐ Yes ☒ No
- b** Are you a public school because you are operated wholly or predominantly from government funds or property? If "Yes," explain how you are operated wholly or predominantly from government funds or property. Submit a copy of your funding agreement regarding government funding. Do not complete the remainder of Schedule B. ☒ Yes ☐ No
- 3** In what public school district, county, and state are you located?
- 4** Were you formed or substantially expanded at the time of public school desegregation in the above school district or county? ☐ Yes ☐ No
- 5** Has a state or federal administrative agency or judicial body ever determined that you are racially discriminatory? If "Yes," explain. ☐ Yes ☐ No
- 6** Has your right to receive financial aid or assistance from a governmental agency ever been revoked or suspended? If "Yes," explain. ☐ Yes ☐ No
- 7** Do you or will you contract with another organization to develop, build, market, or finance your facilities? If "Yes," explain how that entity is selected, explain how the terms of any contracts or other agreements are negotiated at arm's length, and explain how you determine that you will pay no more than fair market value for services. ☐ Yes ☐ No

Note. Make sure your answer is consistent with the information provided in Part VIII, line 7a.

- 8** Do you or will you manage your activities or facilities through your own employees or volunteers? If "No," attach a statement describing the activities that will be managed by others, the names of the persons or organizations that manage or will manage your activities or facilities, and how these managers were or will be selected. Also, submit copies of any contracts, proposed contracts, or other agreements regarding the provision of management services for your activities or facilities. Explain how the terms of any contracts or other agreements were or will be negotiated, and explain how you determine you will pay no more than fair market value for services. ☐ Yes ☐ No

Note. Answer "Yes" if you manage or intend to manage your programs through your own employees or by using volunteers. Answer "No" if you engage or intend to engage a separate organization or independent contractor. Make sure your answer is consistent with the information provided in Part VIII, line 7b.**Section II Establishment of Racially Nondiscriminatory Policy**Information required by **Revenue Procedure 75-50.**

- 1** Have you adopted a racially nondiscriminatory policy as to students in your organizing document, bylaws, or by resolution of your governing body? If "Yes," state where the policy can be found or supply a copy of the policy. If "No," you must adopt a nondiscriminatory policy as to students before submitting this application. See Publication 557. ☐ Yes ☐ No
- 2** Do your brochures, application forms, advertisements, and catalogues dealing with student admissions, programs, and scholarships contain a statement of your racially nondiscriminatory policy? ☐ Yes ☐ No
- a** If "Yes," attach a representative sample of each document.
- b** If "No," by checking the box to the right you agree that all future printed materials, including website content, will contain the required nondiscriminatory policy statement. ☐
- 3** Have you published a notice of your nondiscriminatory policy in a newspaper of general circulation that serves all racial segments of the community? (See the instructions for specific requirements.) If "No," explain. ☐ Yes ☐ No
- 4** Does or will the organization (or any department or division within it) discriminate in any way on the basis of race with respect to admissions; use of facilities or exercise of student privileges; faculty or administrative staff; or scholarship or loan programs? If "Yes," for any of the above, explain fully. ☐ Yes ☐ No

Name:

EIN: 46-5612652

Sch-B Detail Page 3

1b. Is the primary function of your school the presentation of formal instruction? If "Yes," describe your school in terms of whether it is an elementary, secondary, college, technical, or other type of school.

Rockbridge Montessori School will offer Central Arkansas families a high-quality, public Montessori program for children between the ages of five and eighteen. Rockbridge Montessori is to be a racially, ethnically, and economically diverse school community deeply committed to realizing the inherent potential of all children. Students will develop within themselves the power to shape their lives and the world around them. Please see further explanation in our attached Charter Application.

2b. Are you a public school because you are operated wholly or predominantly from government funds or property? If "Yes," explain how you are operated wholly or predominantly from government funds or property. Submit a copy of your funding agreement regarding government funding.

We have submitted a Charter Application with the Arkansas Department of Education to operate as an open-enrollment public charter school. See further explanation in our attached Charter Application.

Attachment 2

NOTICE OF PUBLIC HEARING



an Arkansas non-profit corporation

announces its **TOWN MEETING**

to inform the community of its plans to apply to the Arkansas Department of Education to open a new FREE and PUBLIC charter school in Little Rock

Tuesday, July 15, 2014 • 6:30-8:00 pm

FREE
REFRESHMENTS at St. John Baptist Church's Fellowship Hall
2501 S. Main Street in Little Rock

Come let us show you how different Montessori education is.

For more information, please visit: www.rockbridgemonessori.org

Attachment 3

Divorces

FILED

14-2853. Murray Haupt v. Suann Haupt.
14-2855. Michael Davis v. Inez Davis.
14-2856. Scott McEntire v. Kristie McEntire.
14-2859. Deborah Klech v. Michael Klech.
14-2860. Earnest Franklin Jr. v. Charlotte Franklin.
14-2862. Phyllis Thompson v. Bruce Stewart Sr.
14-2864. Pedro Ramirez v. Alicia Ramirez.

GRANTED

12-3816. Michael Green v. Ellen Green.
13-1056. David Johnson Jr. v. Shanna Hines.
13-1665. Dawn McGhee v. Willie Harris.
13-3427. Lesley Landry v. Ryan Landry.
13-4584. Adrian Jackson v. Lorenzo Jackson.
14-432. Kirk Phillips v. Danielle Phillips.
14-800. Taquilla Dean v. David Dean.
14-1187. Tonya Huff v. William Burris Jr.
14-1325. Felicia Smith v. Brandon Smith Sr.
14-1755. Beatrice Jackson v. James Jackson.
14-2005. Eric Shaw v. Melanie Shaw.

Political Animals to hear Rutledge

ARKANSAS DEMOCRAT-GAZETTE
Leslie Rutledge, the Republican candidate for attorney general, will speak July 16 at the Political Animals Club.

Rutledge, a former deputy prosecuting attorney and deputy counsel for then-Gov. Mike Huckabee, will address the club at a lunch event from 11:30 a.m. to 1 p.m. State Rep. Nate Steel, the Democratic candidate for attorney general, will speak to the group next month.

Tickets are \$20 per person, which include lunch at the Grand Hall of the Governor's Mansion at 1800 Center St. in Little Rock.

Reservations can be made by emailing Susan Edwards at sedwards@arkindcolleges.org.

Etowah boy killed by lightning strike

ARKANSAS DEMOCRAT-GAZETTE
ETOWAH — Lightning struck and killed a Mississippi County teenager Tuesday night, officials said.

Steven Shepherd, 16, of Etowah was struck about 8 p.m. as a strong storm system rolled through the county, said Joseph Richmond, director of the Mississippi County Office of Emergency Management.

Shepherd was at a church near his home on Arkansas 136 and was struck as he ran back to the house for cover, Richmond said. Emergency personnel transported him to the South Mississippi County Regional Medical Center in Osceola, where he was pronounced dead.

more and filed a motion asking the judge to appoint him a lawyer.

Wright obliged him Wednesday by reappointing Jackson. When Brooks balked, the judge said he could not give Brooks a choice about who would represent him.

The judge said he can't advise Brooks on legal issues that arise from the cases and that he will hold him at trial to the same standards he holds prosecutors, noting that Brooks admitted that he does not know the rules of criminal evidence. The judge said Brooks' lack of familiarity with the law might cause him to overlook evidence that could be beneficial to his case.

Deputy prosecutor Jeanna Sherrill told the judge she was apprehensive about Brooks' ability to represent himself. In his motion for representation, Brooks had admitted he has limited knowledge of the law and poor access to legal material.

The defendant reported he

es, including the background, conduct of the accused," Pittman wrote, citing a 2005 Arkansas Supreme Court case, *Pierce v. State*, in a ruling involving a criminal defendant acting as his own lawyer.

Court doctrine requires that judges must carefully warn defendants about what they're getting into, Pittman said. "A specific warning of the dangers and disadvantages

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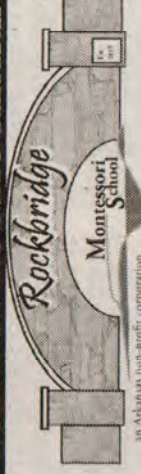
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NOTICE OF PUBLIC HEARING



announces its **TOWN MEETING**

to inform the community of its plans to apply to the Arkansas Department of Education to open a new FREE and PUBLIC charter school in Little Rock

Tuesday, July 15, 2014 • 6:30-8:00 pm

at St. John Baptist Church's Fellowship Hall

2501 S. Main Street in Little Rock

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- 50% OFF Ladies spring sweaters
- 50% OFF Boutique separates
- 50% OFF Dresses
- 50% OFF Ladies casual hats
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- 50% OFF Double beverage dispensers
- 50% OFF Quilts
- 50% OFF 500TC wrinkle free & 400TC sheet sets

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Attachment 4

deputy counsel for then-Gov. Mike Huckabee, will address the club at a lunch event from 11:30 a.m. to 1 p.m. State Rep. Nate Steel, the Democratic candidate for attorney general, will speak to the group next month.

Tickets are \$20 per person, which include lunch at the Grand Hall of the Governor's Mansion at 1800 Center St. in Little Rock.

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NOTICE OF PUBLIC HEARING

Rockbridge
Montessori School
an Arkansas non-profit corporation

TOWN MEETING

announces its plans to apply to the Arkansas Department of Education to open a new **FREE and PUBLIC** charter school in Little Rock

FREE REFRESHMENTS
Tuesday, July 15, 2014 • 6:30-8:00 pm
at St. John Baptist Church's Fellowship Hall
2501 S. Main Street in Little Rock

Come let us show you how different Montessori education is.

For more information, please visit: www.rockbridgemonterosschool.org

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50% OFF Dresses
50% OFF Ladies casual hats
50% OFF Ladies casual tops
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50% OFF 500TC wrinkle free & 400TC sheet sets

BOGO FREE Clearance decorative items

Savings off select items. Entire stocks not included unless specified. Styles & colors vary by store & online. Prices valid 7/3 & 7/4/2014 in participating stores. Not valid on clearance items. Must be used on one sale item. Cannot be combined with other coupon offers on this item. Excludes Red Dot Clearance, Gift Cards, Fabulous Finds, 80/80, Mad Dash and Doorbuster merchandise. Not valid on previously purchased merchandise. May be used with Stein Mart MasterCard® Rewards Certificate. Coupon must be surrendered at time of sale. Valid 7/3 & 7/4/2014 in participating stores. Reproduction will not be accepted. Not for use by Stein Mart associates.

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Attachment 5

ing announcements published exclusively on Arkansas Online, the paper's website, can be found www.arkansasonline.com/tools/links/.
Electronic form is available on website to submit support group announcements or changes. Users can access that form by going www.arkansasonline.com/contact/supportgroupform/ and submitting the appropriate information.

Births

Following is a list of those births reported to the Arkansas Democratic Party by area hospitals. It may not be a complete list since parents may not have reported to publicly release news of a birth.

PTIST HEALTH MEDICAL CENTER- LITTLE ROCK

June 23
New and Jessica Carnes, Little Rock, son.
and Tracy Bowen, Little Rock, daughter.

June 24
and Laura Turner, Sherwood, daughter.
and Rebecca Williams, Benton, daughter.

and Deidra Parish, Little Rock, daughter.
Hampton and Terreka Hancock, Little Rock, son.
Humphrey and Latoya Jenkins, Little Rock, son.

June 25
and Emily Canada, Little Rock, daughter.
and James Davis II, Conway, son.

and Cothern, Little Rock, son.
and Ashley Jackson, Little Rock, son.
Stallings Sr. and Meagan Harper, Little Rock, daughter.

and Kristen Schneider, Little Rock, daughter.
and Kristina Abernathy, Little Rock, son.

June 26
Elbert, Little Rock, son.

June 27
and Jamie Brainard, Little Rock, daughter.
and Alisha Kinnard, Hensley, son.
and Carly Nalley, Benton, son.
and Jessica Stagg, North Little Rock, daughter.

and Wofford, North Little Rock, son.

June 28
and Betel Alston, Little Rock, daughter.

and Messersmith, Sherwood, son.

June 29
and Amber Self, Little Rock, daughter.
and Que McKinley, North Little Rock, son.

June 30
and Kristen Toblesky, Benton, daughter.

and Emily Whitley, North Little Rock, son.

and Casey Polk, Benton, son.

July 1
and Hall, Searcy, son.
and Collins, Little Rock, son.

and Williams, Pine Bluff, daughter.
and Laura Westbrook, Benton, daughter.

and Kari Richards, Little Rock, son.

and Alicyn Blaylock, Alexander, daughter.
and El Dorado, daughter.
and Tycee Rhodes, Little Rock, daughter.

July 2
and Heather Abbott, Bryant, daughter.

daughter.
Austin and Lauren White, Alexander, twin daughters.
Cecilia and Charles Poston III, Jacksonville, son.
Austin and Rebekah Nick, Little Rock, son.
Gerald Walker and Tamika Hawkins, Jacksonville, son.
Andrea and Michael Flowers Sr., Pine Bluff, son.
Nick and Christina Rhoades, Maumelle, son.
Jonathan and Emily Presswood, Benton, daughter.

July 3
Dustin and Mary Bullard, White Hall, daughter.
Jeremy and Heather Rogers, Little Rock, daughter.
Madalaine and Clifton Hughes IV, Benton, daughter.

July 4
Jason and Elizabeth Roberts, Little Rock, son.
Bobby and Rebecca Markham, Vilonia, son.

July 5
Charles and Whitney Moore, Cabot, daughter.
William Martin and Amanda Boyce, Mayflower, son.

Marriage Licenses

Jeremiah Bastien, 25, and Linda McCurley, 34, both of Jacksonville.
Patrick Copeland, 36, of Sherwood and Lauren Davis, 30, of Cabot.
Brandon Davis, 32, of Hensley and Jacqueline Johnston, 34, of Little Rock.
Joey Hobson, 34, and Kelly Hobson, 34, both of Redfield.
Charles James, 79, of Jacksonville and Elizabeth Boyd, 58, of Sherwood.
Essex Johnson, 31, of Dermott and Rhonda Neal, 29, of Little Rock.
Steven Marshall, 22, and Emily Fleming, 25, both of Jacksonville.
Tommy McIntosh, 67, and Sonya Phillips, 47, both of Little Rock.
Brock Ratton, 29, and Emilee Phillips, 28, both of Little Rock.
Jameel Rogers, 30, and Shereeta Hughes, 37, both of Little Rock.
Carl Rogers Jr., 30, and Shatara McBride, 25, both of North Little Rock.
Gary Stratton, 63, of North Little Rock and Patricia Petry, 64, of Maumelle.
Michael Verser, 23, and Keelen Denniston, 23, both of North Little Rock.
Steve Williams, 32, and Lesley Jones, 24, both of Jacksonville.

Divorces

FILED

14-2947. Horace Lenderman v. Dianna Lenderman.
14-2950. Antoinette McMillion v. Marcus Smith.
14-2952. Andrew Smith v. Jacqueline Smith.
14-2955. Jay Gelnett v. Deborah Gelnett.
14-956. Lucinda Giron v. Marvin Vasquez.
14-2957. Lara Mark v. Robert Rowley.
14-2959. Christy Jenkins v. Pierre Strong Sr.
14-2960. Joseph Massery v. Hope Massery.
14-2961. Jeanne Colglazier v. Roy Colglazier.
14-2963. Fernando De Avila v. Jacqueline De Avila.
14-2964. Ashley Cole v. Jeffrey Cole.
14-2965. Keely Zavala v. Alfonso Zavala.

GRANTED

14-1201. Brandy Boleware v. James Boleware.
14-2338. Vickie Le v. Tu Vo.

Man charged in veterinary theft

Officers pulled over and arrested Johnny Romes, 49, about 10:30 a.m. at 11300 Cantrell Road. Romes had reportedly fled from the Wal-Mart at 2520 Cantrell Road after stealing \$362.47 worth of meat, fishing poles, laundry detergent and other items.

Romes broke free from officers and fled on foot after he was detained but was taken into custody again soon afterward, according to an arrest report. Officers reported finding 1.3 grams of cocaine, 3 grams of marijuana, 4 Xanax pills and a glass smoking pipe in his possession. He attempted to dispose of the Xanax before being caught, the report states.

Romes was charged with theft of property, fleeing, driving on a suspended license, tampering with physical evidence and multiple drug-related offenses.

An arrest warrant was issued about six weeks ago for Romes in the robbery of Mexico Chiquito, 13924 Cantrell Road. Witnesses told police that Romes, a former employee of the restaurant, reached over a counter and stole cash from a register April 24, according to a court affidavit.

Charges in that case were unknown late Wednesday.

Romes was being held in the Pulaski County jail in lieu of \$45,000 bond.




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For more information, please visit: www.rockbridgemonterossori.org

A North Little Rock man was arrested Tuesday after purportedly breaking into an animal hospital and stealing \$2,810 worth of drugs, according to a police incident report.

Surveillance cameras at Park Hill Pet Clinic, 2900 Main St., recorded a suspect wearing gray pants and a hooded sweatshirt burglarizing the business about 1:30 a.m. The suspect used an unknown tool to cut bars covering a window, the report says. The suspect then broke the window and found keys to a medicine cabinet.

More than 300 combined tablets of the anti-anxiety drug Diazepam and the pain-killer Tramadol were stolen. Additionally, one bottle of liquid Diazepam, three bottles of the anesthetic Ketamine and one bottle of the sedative Dexdomitor were taken.

Justin Wiley, 32, was arrested later Tuesday and charged with commercial burglary. He admitted to the break-in, according to an arrest report.

Details of his arrest were unavailable. Late Wednesday, he was not listed on the Pulaski County jail roster.



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WWW.1037THEBUZZ




Attachment 6



July 3, 2014

Jeff Collum, Superintendent
Benton School District
P.O. Box 939
Benton, AR 72018
Sent via email: jcollum@bentonschools.org

Mr. Collum,

Rockbridge Montessori School recently has filed a letter of intent with the Arkansas Department of Education Charter School Office.

The contact for Rockbridge Montessori School is:

Bill Simmons
President of School Board
Rockbridge Montessori School
108 West Roosevelt Street
Little Rock, AR 72206
501-554-9625
bill.simmons@rockbridgemonessori.org

The proposed school will be based in Little Rock with the name Rockbridge Montessori School. The school will initially serve grades K-05 with approximately 150 students in year one.

Notice of Public Hearing:
St John Baptist Church
Fellowship Hall
2501 S. Main Street
Little Rock, AR 72206
July 15, 2014
6:30 pm – 8 pm

Please contact me if you have any questions.
Thank you.

Bill Simmons
President

Enclosed: LOI to ADE



July 3, 2014

Dr. Tom Kimbrell, Superintendent
Bryant School District
200 Northwest Fourth Street
Bryant, AR 72022
Sent via email: tkimbrell@bryantschools.org

Dr. Kimbrell,

Rockbridge Montessori School recently has filed a letter of intent with the Arkansas Department of Education Charter School Office.

The contact for Rockbridge Montessori School is:

Bill Simmons
President of School Board
Rockbridge Montessori School
108 West Roosevelt Street
Little Rock, AR 72206
501-554-9625
bill.simmons@rockbridgemonessori.org

The proposed school will be based in Little Rock with the name Rockbridge Montessori School. The school will initially serve grades K-05 with approximately 150 students in year one.

Notice of Public Hearing:
St John Baptist Church
Fellowship Hall
2501 S. Main Street
Little Rock, AR 72206
July 15, 2014
6:30 pm – 8 pm

Please contact me if you have any questions.
Thank you.

Bill Simmons
President

Enclosed: LOI to ADE



July 3, 2014

Dr. Dexter Suggs, Superintendent
Little Rock School District
810 West Markham Street
Little Rock, AR 72201
Sent via email: dexter.suggs@lrsd.org

Dr. Suggs,

Rockbridge Montessori School recently has filed a letter of intent with the Arkansas Department of Education Charter School Office.

The contact for Rockbridge Montessori School is:

Bill Simmons
President of School Board
Rockbridge Montessori School
108 West Roosevelt Street
Little Rock, AR 72206
501-554-9625
bill.simmons@rockbridgemonessori.org

The proposed school will be based in Little Rock with the name Rockbridge Montessori School. The school will initially serve grades K-05 with approximately 150 students in year one.

Notice of Public Hearing:
St John Baptist Church
Fellowship Hall
2501 S. Main Street
Little Rock, AR 72206
July 15, 2014
6:30 pm – 8 pm

Please contact me if you have any questions.
Thank you.

Bill Simmons
President

Attachment: LOI to ADE



July 3, 2014

Kelly Rodgers, Superintendent
North Little Rock School District
2700 Poplar Street
North Little Rock, AR 72114
Sent via email: rodgerske@nlrsd.org

Mr. Rodgers,

Rockbridge Montessori School recently has filed a letter of intent with the Arkansas Department of Education Charter School Office.

The contact for Rockbridge Montessori School is:

Bill Simmons
President of School Board
Rockbridge Montessori School
108 West Roosevelt Street
Little Rock, AR 72206
501-554-9625
bill.simmons@rockbridgemonessori.org

The proposed school will be based in Little Rock with the name Rockbridge Montessori School. The school will initially serve grades K-05 with approximately 150 students in year one.

Notice of Public Hearing:
St John Baptist Church
Fellowship Hall
2501 S. Main Street
Little Rock, AR 72206
July 15, 2014
6:30 pm – 8 pm

Please contact me if you have any questions.
Thank you.

Bill Simmons
President

Enclosed: LOI to ADE



July 3, 2014

Jerry Guess, Superintendent
Pulaski County Special School District
925 E Dixon Road
Little Rock, AR 72206
Sent via email: jguess@pcssd.org

Mr. Guess,

Rockbridge Montessori School recently has filed a letter of intent with the Arkansas Department of Education Charter School Office.

The contact for Rockbridge Montessori School is:

Bill Simmons
President of School Board
Rockbridge Montessori School
108 West Roosevelt Street
Little Rock, AR 72206
501-554-9625
bill.simmons@rockbridgemonessori.org

The proposed school will be based in Little Rock with the name Rockbridge Montessori School. The school will initially serve grades K-05 with approximately 150 students in year one.

Notice of Public Hearing:
St John Baptist Church
Fellowship Hall
2501 S. Main Street
Little Rock, AR 72206
July 15, 2014
6:30 pm – 8 pm

Please contact me if you have any questions.
Thank you.

Bill Simmons
President

Enclosed: LOI to ADE

Attachment 7

Rockbridge Montessori School Public Meeting

July 15th, 2014 6:30pm



Sign In

St. John Church

2501 S. Main St, Little Rock,
AR 72206

Name	Email	Phone Number
1) Morgan Bober		
2) April Carter		
3) Marilyn Finnigan		
4) Arlene Jones		
5) Monica K. Norwood		
6) Angelica Barrow		
7) Rose M. Austin		
8) Darrle Hinton		
9) Laura Woford		
10) Rose Woford		
11) Katherine Gentry		
12) Neil Fendley		
13) Susie Cavan		
14) Yvonne B. Davenport		
15) Fred Haynes		
16) Keely Easter		
17) Leonard M. Colson		

Rockbridge Montessori School Public Meeting

July 15th, 2014 6:30pm



Sign In

St. John Church

2501 S. Main St, Little Rock,
AR 72206

Name	Email	Phone Number
1) Curtis Evans		
2) michela Daria		
3) Autumn Devile		
4) Miranda Johnson		
5) Paul L. Barber		
6) Rhonda Kay Barber		
7) Eliciana Dixon		
8) Dianne J. Suple		
9) FRED ALLEN		
10) Priscilla Fincher		
11) Jessie D Fendley		
12) Melissa Ayers		
13) Stephanie Greaves		
14) Dr. Charity Smith		
15) Jack FEJNDLOZ		
16) Tammy Givens		
17) Chris Givens		

Attachment 8

In first grade, I experienced Montessori. It was fantastic!
The thing I really liked about Montessori is the freedom
of working at my own pace. I also learned multiplication
and diagraming sentences this really made things easier
for me in third grade. Montessori has helped me so
much and I hope that someday you will get the
experience of Montessori!!!!

4th grade

Note on _____; letter of support:

Because Montessori education values the work and the voice of children, we chose to include this letter of support, written by a child with full support and consent by his parent. _____ currently entering fourth grade, enjoyed Montessori education for one year as a part of a pilot project that created a Montessori first grade classroom inside a traditional public school in Arkansas. When he heard about Rockbridge, he wanted to write a letter of support so other children might receive Montessori like he did. He chose to type his letter to show his best work.

Attachment 9

Dear members of the Charter Board,

My name is [REDACTED], a Montessori graduate, from here in central Arkansas. I have been asked to write a letter of support and explain how Montessori education has been a part of shaping me to become who I am today. Rockbridge thought I would be a good example because I did not begin in a Montessori school. When I entered preschool in 2004 in a traditional, private school, I enjoyed the experience, but I found myself academically unchallenged. In kindergarten and first grade, I remember becoming frequently irritated when I, being the first to finish my work, was told to sit silently up to fifteen minutes waiting for the every student to be finished. So I switched to a Montessori school when I was in second grade. Last academic school year, I began to wonder if I was ready, after so many years of Montessori education, for a traditional, public high school.

My first year in Montessori education, as I said before, began as a second grader in Early Elementary, the first through third grade classroom, in 2007. The most notable change that happened during my first year was that I, much to my relief, was allowed to complete assignments at my own pace and not have to wait for other students or have other students wait on me. Naturally, as my mother is an English teacher, I am gifted in English and literature. Not being restricted to what the other students could or couldn't do, my teacher placed me in the higher language group where we began to learn about basic grammar. By the end of the year, everyone in our group, mostly second and third graders, could identify every word's grammatical name in a sentence. Later on in Upper Elementary, the fourth through sixth grade classroom, I learned advanced grammar terms such as linking verb, helping verb, and other useful terminology. As I excelled in literacy I could explore more in this subject with the guidance of my teachers. At the time, my friends from other schools were in GT programs, and when I had shown them my school work was fascinated with the work I did and wished to do it themselves.

Although I was ahead in many academic groups, math was not one of them. Had I been in a traditional setting this might have been a problem but since, in Montessori, every student works at his/her own pace my teacher just placed me with the lower math group. However, by the end of my second grade year I was fully caught up with my grade level as well as could add, subtract, and multiply four digit numbers using the materials in the classroom. As I got older, impressively, we began geometry and discussed the beginning principles of pi. As I progressed into Upper Elementary, fourth through sixth, I began on Algebra I and the principles of cubing giving us a head start in high school math.

Science seems to be one of Montessori's best taught subjects. The Periodic Table of the Elements lesson covered a span of about three hours. We watched unmoving as my teacher placed one card down at a time to represent every element and how it is used in modern society. After the lesson our teacher placed pre-cut cards in a basket explaining that, if we wished, we were allowed to draw the card of our favorite element. As everyone else did one or two, I sat there looking at the periodic table of the elements. I looked up at my teacher saying, "Could I do them all?" She laughed, then nodded and that was all I needed to get going. After working every day for about a week, word got around that I was doing them all. Other students wanted help so I gladly allowed them into the group. In Montessori we are encouraged to work in groups to help us, the kids, develop the social skills of working together.

Experts have said that Montessori education has enriched the learning experience and lives for many children. Looking back on my education, I realized that every lesson I received, has prepared me to confidently begin my life. Therefore I write this letter of support for Rockbridge Montessori in hopes to let all kids experience Montessori like I have.

Sincerely,

[REDACTED]

Note on [REDACTED]'s letter of support:

Because Montessori education values the work and the voice of children, we chose to include this letter of support, written by an older child with full support and consent by her parent [REDACTED], currently entering a public high school in the Little Rock School District, enjoyed Montessori education for seven years at a private Montessori school in central Arkansas. When she heard about Rockbridge, she wanted to write a letter of support because she has seen how Montessori works for children with special needs and she aspires to someday become a special education teacher.

Attachment 10

July 1, 2014

Mr. Tony Wood
Commissioner
Arkansas Department of Education
#4 Capitol Mall
Little Rock, AR 72201

Dear Mr. Wood,

I am writing to confirm that the Walton Family Foundation supports newly authorized open-enrollment public charter schools through our school start-up grant program, at \$250,000 for each school successfully authorized in Arkansas and vetted by our own foundation staff via our start-up grant process.

The foundation has already made planning grant in the amount of \$30,000, based in the concept of the proposed Montessori charter school for Little Rock, submitted by Shannon Nuckols. As such, I feel confident that should the school be authorized by the Charter Council and subsequently the State Board of Education, the foundation will deem it worthy of a start-up grant in the potential amount of \$220,000 (the \$250,000 potential minus the planning portion of \$30,000).

If you have any questions, please don't hesitate to contact me.

Sincerely,



Kathy Smith
Senior Program Officer
Arkansas Education

Attachment

11



2015-2016 School Calendar

MONTH	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	M	T	W	Th	F	ST DAY	WV SV H	WD PC R	SD	TCD	
August	3	4	5	6	7	10	11	SD 12	SD 13	SD 14	SD 17	WD 18	*	19	20	21	24	25	26	27	28	31					9	0	1	4	14
September		1	2	3	4	H 7	8	9	10	11	14	15	16	17	18	21	22	23	24	25	28	29	30			21	1	0	0	21	
October				1	2	5	6	7	8	9	12	13	14	[40] 15	SD/R 16	PC 19	20	21	22	23	26	27	28	29	30	20	0	1.5	.5	22	
November	2	3	4	SD 5	SD 6	9	10	11	12	13	16	17	18	19	20	23	24	H 25	H 26	H 27	30					16	3	0	2	18	
December		1	2	3	4	7	8	9	10	11	14	15	16	17	18	[41] 21	WV 22	WV 23	WV 24	H 25	WV 28	WV 29	WV 30	WV 31		15	8	0	0	15	
January					WV 1	SD 4	5	6	7	8	11	12	13	14	15	H 18	19	20	21	22	25	26	27	28	29	18	2	0	1	19	
February	1	2	3	4	5	8	9	10	11	SD 12	PC 15	16	17	18	19	22	23	24	25	26	29					19	0	1	1	21	
March		1	2	3	4	7	8	9	10	11	14	15	16	[50] 17	SD/R 18	SV 21	SV 22	SV 23	SV 24	SV 25	28	29	30	31		17	5	.5	.5	18	
April					1	4	5	6	7	8	11	12	13	14	15	18	19	20	21	22	25	26	27	28	29	21	0	0	0	21	
May	2	3	4	5	6	9	10	11	12	13	16	17	18	19	20	23	24	25	26	27	H 30	31				21	1	0	0	20	
June			[47] # 1	SD IW 2	IW 3	IW 6	IW 7	IW 8	9	10	13	14	15	16	17	20	21	22	23	24	27	28	29	30		1	0	0	1	3	
TOTALS																											178	20	4	10	192

Legend:

*	1st Day Students	H	Holiday
[]	End Quarter	SD	Staff Development
WV	Winter Vacation	SD/R	Staff Development (am)/Record Day (pm)
WD	Non-student Work Day	TCD	Total Contract Days
SV	Spring Vacation	#	Last Day Students
PC	Parent Conference		
ST DAY	Student Day		
IW	Inclement Weather Make Up Day		

Attachment 12



2015-2016 Daily Schedule

Time	Activity
7:30 am - 8:00 am	Breakfast
8:00 am - 11:30 am	Morning Work Cycle
11:30 – 12:00 noon	Noon Meal Dining
12:00 noon – 12:30 pm	Recess/Physical Education
12:30 pm - 1:30 pm	Afternoon Work Cycle and/or Academic Enrichments (music, art, gardening, library, etc.)
1:30 pm – 2:45 pm	Concentrated Studies in Reading and Writing (or test preparation, when needed)
2:45 pm – 3:00 pm	Care for the Environment
3:00 pm – 3:15 pm OR 3:00 pm – 5:30 pm	Dismissal After-School Care Program (for those enrolled)

Attachment 13

2015-2016
Public Charter School Application
Personnel Salary Schedule

Administrative Positions:					
Line#	List Positions	2015-2016 No. FTEs	2015-2016 Salary	2016-2017 No. FTEs	2016-2017 Salary
1	School Director	1	\$70,000.00	1	\$70,000.00
2	Director of Curriculum	0.7	\$65,000.00	1	\$65,000.00
3	Office Administrator	0.25	\$40,000.00	0.25	\$40,000.00
4					
5					
6					
7	Subtotal:		\$125,500.00		\$145,000.00
8	Fringe Benefits (rate used 31%)		\$38,905.00		\$44,950.00
9	Total Administration:		\$164,405.00		\$189,950.00

Regular Classroom Instruction:		2015-2016 No. FTEs		2016-2017 No. FTEs	
10	Teachers	3	\$40,000.00	4	\$40,000.00
11	Aides	3	\$25,000.00	4	\$25,000.00
12	Subtotal:		\$195,000.00		\$260,000.00
13	Teacher Fringe Benefits (rate used 31%)		\$37,200.00		\$49,600.00
14	Aide Fringe Benefits (rate used 31%)		\$23,250.00		\$31,000.00
15	Total Regular Classroom Instruction:		\$255,450.00		\$340,600.00

Special Education:		2015-2016 No. FTEs		2016-2017 No. FTEs	
16	Teachers	1	\$40,000.00	1	\$40,000.00
17	Aides	1	\$35,000.00	1	\$35,000.00
18	Subtotal:		\$75,000.00		\$75,000.00
19	Teacher Fringe Benefits (rate used 31%)		\$12,400.00		\$12,400.00
20	Aide Fringe Benefits (rate used)		\$0.00		\$0.00
21	Total Special Education:		\$87,400.00		\$87,400.00

Gifted and Talented Program:		2015-2016 No. FTEs	2016-2017 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:**

		2015-2016 No. FTEs	2015-2016 Salary	2016-2017 No. FTEs	2016-2017 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	2015-2016 No. FTEs	2016-2017 No. FTEs
34	WAIVER		
35			
36			
37			
38			
39	Subtotal:		
40	Fringe Benefits (rate used _____)		
41	Total English Language Learner Program:		

Guidance Services:

	List Positions	2015-2016 No. FTEs	2016-2017 No. FTEs
42	WAIVER		
43			
44			
45			
46			
47	Subtotal:		
48	Fringe Benefits (rate used _____)		
49	Total Guidance Services:		

Health Services:

	List Positions	2015-2016 No. FTEs	2016-2017 No. FTEs
50	WAIVER		
51			
52			
53			
54			
55	Subtotal:		
56	Fringe Benefits (rate used _____)		
57	Total Health Services:		

Media Services:

List Positions

2015-2016
No. FTEs2015-2016
Salary2016-2017
No. FTEs2016-2017
Salary

WAIVER

Subtotal:

Fringe Benefits (rate used _____)

Total Media Services:**Fiscal Services:**

List Positions

2015-2016
No. FTEs2016-2017
No. FTEs**Subtotal:**

Fringe Benefits (rate used _____)

Total Fiscal Services:**Maintenance and Operation:**

List Positions

2015-2016
No. FTEs2016-2017
No. FTEs**Subtotal:**

Fringe Benefits (rate used _____)

Total Maintenance and Operation:**Pupil Transportation:**

List Positions

2015-2016
No. FTEs2016-2017
No. FTEs

WAIVER

Subtotal:

Fringe Benefits (rate used _____)

Total Pupil Transportation:

Food Services:

List Positions

2015-2016
No. FTEs2015-2016
Salary2016-2017
No. FTEs2016-2017
Salary

90

91

92

93

94

95

Subtotal:

96

Fringe Benefits (rate used _____)

97

Total Food Services:**Data Processing:**

List Positions

2015-2016
No. FTEs2016-2017
No. FTEs

98

99

100

101

102

103

Subtotal:

104

Fringe Benefits (rate used _____)

105

Total Data Processing:**Substitute Personnel:**2015-2016
No. FTEs2016-2017
No. FTEs

106

Number of **Certified** Substitutes _____

75

\$75.00

75

\$75.00

107

Number of **Classified** Substitutes _____

108

Subtotal:

\$5,625.00

\$5,625.00

109

Certified Fringe Benefits (rate used 31%)

\$1,743.75

\$1,743.75

110

Classified Fringe Benefits (rate used _____)

111

Total Substitute Personnel:

\$7,368.75

\$7,368.75

112

TOTAL EXPENDITURES FOR SALARIES:

\$514,623.75

\$625,318.75

**Public Charter School Application
Estimated Budget Template**

REVENUES

State Public Charter School Aid:

Line#				<u>2015-2016 Amount:</u>	<u>2016-2017 Amount:</u>
	2015-2016				
1	No. of Students	<u>120</u> x <u>\$6,521.00</u>	State Foundation Funding	<u>\$782,520.00</u>	
2	No. of Students	<u>120</u> x <u>\$26.67</u>	Professional Development	<u>\$3,200.40</u>	
3	No. of Students	<u>10</u> x <u>\$1,033.00</u>	eligible rate* NSL Funding	<u>\$10,330.00</u>	
4	No. of Students	_____ x _____	Other: <i>Explain Below</i>	_____	
5					
	2016-2017				
6	No. of Students	<u>150</u> x <u>\$6,521.00</u>	State Foundation Funding		<u>\$978,150.00</u>
7	No. of Students	<u>150</u> x <u>\$26.67</u>	Professional Development		<u>\$4,000.50</u>
8	No. of Students	<u>75</u> x <u>\$1,033.00</u>	eligible rate* NSL Funding		<u>\$77,475.00</u>
9	No. of Students	_____ x _____	Other: <i>Explain Below</i>		_____
10					
11	Total State Charter School Aid:			<u><u>\$796,050.40</u></u>	<u><u>\$1,059,625.50</u></u>
	Other Sources of Revenues:				
	<i>(MUST UPLOAD DOCUMENTATION VERIFYING ALL AMOUNTS LISTED AS OTHER SOURCES OF REVENUE)</i>				
12	Private Donations or Gifts			_____	_____
13	Federal Grants (List the amount)			_____	_____
14	Special Grants (List the amount)			_____	_____
	Other (<i>Specifically Describe</i>)			_____	_____
15	Walton Family Grant			<u>\$220,000.00</u>	_____
16	Total Other Sources of Revenues:			<u><u>\$220,000.00</u></u>	_____
17	TOTAL REVENUES:			<u><u>\$1,016,050.40</u></u>	<u><u>\$1,059,625.50</u></u>

EXPENDITURES

			<u>2015-2016 Amount:</u>	<u>2016-2017 Amount:</u>
	Administration:			
18	Salaries and Benefits		<u>\$164,405.00</u>	<u>\$189,950.00</u>
	Purchased Services - List Vendors Below			
19	V - AD 1	_____	_____	_____
20	V - AD 2	_____	_____	_____
21	V - AD 3	_____	_____	_____
22	V - AD 4	_____	_____	_____
23	V - AD 5	_____	_____	_____
24	Supplies and Materials		<u>\$2,000.00</u>	<u>\$2,000.00</u>
25	Equipment		<u>\$4,000.00</u>	_____
	Other (List Below)		_____	_____
26		_____	_____	_____
27		_____	_____	_____
28		_____	_____	_____
29		_____	_____	_____
30		_____	_____	_____
31	Total Administration:		<u><u>\$170,405.00</u></u>	<u><u>\$191,950.00</u></u>

		<u>2015-2016 Amount:</u>	<u>2016-2017 Amount:</u>
32	Regular Classroom Instruction:		
	Salaries and Benefits	<u>\$255,450.00</u>	<u>\$340,600.00</u>
	Purchased Services - List Vendors Below		
33	V - CI 1		
34	V - CI 2		
35	V - CI 3		
36	V - CI 4		
37	V - CI 5		
38	Supplies and Materials		<u>\$3,000.00</u>
39	Equipment		
	Other (List Below)		
40	Montessori Classroom Materials	<u>\$120,000.00</u>	
41			
42			
43			
44			
45	Total Regular Classroom Instruction:	<u><u>\$375,450.00</u></u>	<u><u>\$343,600.00</u></u>
	Special Education:		
46	Salaries and Benefits	<u>\$87,400.00</u>	<u>\$87,400.00</u>
	Purchased Services - List Vendors Below		
47	V - SE1		
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:	<u><u>\$87,400.00</u></u>	<u><u>\$87,400.00</u></u>
	Gifted and Talented Program:		
60	Salaries and Benefits		
	Purchased Services - List Vendors Below		
61	V - GT1 WAIVER		
62	V - GT2		
63	V - GT3		
64	V - GT4		
65	V - GT5		
66	Supplies and Materials		
67	Equipment		
	Other (List Below)		
68			
69			
70			
71			
72			
73	Total Gifted and Talented Program:	<u><u></u></u>	<u><u></u></u>

	Alternative Education Program/ Alternative Learning Environments:	<u>2015-2016 Amount:</u>	<u>2016-2017 Amount:</u>
74	Salaries and Benefits		
	Purchased Services - List Vendors Below		
75	V - ALE1 <u>WAIVER</u>		
76	V - ALE2		
77	V - ALE3		
78	V - ALE4		
79	V - ALE5		
80	Supplies and Materials		
81	Equipment		
	Other (List Below)		
82			
83			
84			
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		
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:		
	Guidance Services:		
102	Salaries and Benefits		
	Purchased Services - List Vendors Below		
103	V - GS1		
104	V - GS2		
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:		

		2015-2016 Amount:	2016-2017 Amount:
	Health Services:		
116	Salaries and Benefits		
	Purchased Services - List Vendors Below		
117	V - HS1 Health Screening	\$5,000.00	\$5,000.00
118	V - HS2		
119	V - HS3		
120	V - HS4		
121	V - HS5		
122	Supplies and Materials		
123	Equipment		
	Other (List Below)		
124			
125			
126			
127			
128			
129	Total Health Services:	<u>\$5,000.00</u>	<u>\$5,000.00</u>
	Media Services:		
130	Salaries and Benefits		
	Purchased Services - List Vendors Below		
131	V - MS1 WAIVER		
132	V - MS2		
133	V - MS3		
134	V - MS4		
135	V - MS5		
136	Supplies and Materials		
137	Equipment		
	Other (List Below)		
138			
139			
140			
141			
142			
143	Total Media Services:		
	Fiscal Services:		
144	Salaries and Benefits		
	Purchased Services - List Vendors Below		
145	V - FS1 B&D Consulting (Chris Bell)	\$40,000.00	\$40,000.00
146	V - FS2		
147	V - FS3		
148	V - FS4		
149	V - FS5		
150	Supplies and Materials		
151	Equipment		
	Other (List Below)		
152			
153			
154			
155			
156			
157	Total Fiscal Services:	<u>\$40,000.00</u>	<u>\$40,000.00</u>

		2015-2016 Amount:	2016-2017 Amount:
	Maintenance and Operation:		
158	Salaries and Benefits		
	Purchased Services - List Vendors Below		
	INCLUDE UTILITIES		
159	V - MO1 Janitorial	\$5,000.00	\$5,000.00
160	V - MO2 Repairs & Maintenance	\$5,000.00	\$5,000.00
161	V - MO3 Utilities	\$72,000.00	\$72,000.00
162	V - MO4		
163	V - MO5		
164	Supplies and Materials	\$4,000.00	\$4,000.00
165	Equipment		
	Other (List Below)		
166			
167			
168			
169			
170			
171	Total Maintenance and Operation:	\$86,000.00	\$86,000.00
	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			
181			
182			
183			
184			
185	Total Pupil Transportation:		
	Food Services:		
186	Salaries and Benefits		
	Purchased Services - List Vendors Below		
187	V - FD1 Child Nutrition Program	\$40,000.00	\$80,000.00
188	V - FD2		
189	V - FD3		
190	V - FD4		
191	V - FD5		
192	Supplies and Materials		
193	Equipment		
	Other (List Below)		
194			
195			
196			
197			
198			
199	Total Food Services:	\$40,000.00	\$80,000.00

		<u>2015-2016 Amount:</u>	<u>2016-2017 Amount:</u>
	Data Processing:		
200	Salaries and Benefits		
	Purchased Services - List Vendors Below		
201	V - DP1 Data Services, Internet	\$5,000.00	\$5,000.00
202	V - DP2		
203	V - DP3		
204	V - DP4		
205	V - DP5		
206	Supplies and Materials		
207	Equipment	\$2,000.00	
	Other (List Below)		
208			
209			
210			
211			
212			
213	Total Data Processing:	<u>\$7,000.00</u>	<u>\$5,000.00</u>
	Substitute Personnel:		
214	Salaries and Benefits	\$7,368.75	\$7,368.75
	Purchased Services - List Vendors Below		
215	V - SB1		
216	V - SB2		
217	V - SB3		
218	V - SB4		
219	V - SB5		
220	Total Substitute Personnel:	<u>\$7,368.75</u>	<u>\$7,368.75</u>
	Facilities:		
221	Lease/Purchase Contract for One Full Year	\$158,400.00	\$158,400.00
	Facility Upgrades - List Upgrades Below		
222	Furniture & Equipment	\$2,000.00	\$2,000.00
223			
224			
225			
226			
227			
228			
229	Property Insurance for One Full Year	\$5,000.00	\$5,000.00
230	Content Insurance for One Full Year		
231	Total Facilities:	<u>\$165,400.00</u>	<u>\$165,400.00</u>

Debt Expenditures:

List Debts Below

2015-2016 Amount:2016-2017 Amount:

232			
233			
234			
	Total Debts:		

Other Expenditures:

List Other Expenditures Below

235	Security	\$20,000.00	\$20,000.00
236	Insurance	\$10,000.00	\$10,000.00
237			
238			
239			
240			
241	TOTAL EXPENDITURES:	\$1,014,023.75	\$1,041,718.75

242	Net Revenue over Expenditures:	\$2,026.65	\$17,906.75
-----	---------------------------------------	-------------------	--------------------

Note: If any major area is zero, type explanation where items would be listed. Example: No funds budgeted for GT because of waiver.

Attachment

14

**OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL
FACILITIES UTILIZATION AGREEMENT**

Lessor(Owner): St. John Missionary Baptist Church

Lessee(Tenant): Rockbridge Montessori School

Any information regarding affiliation, family ties, or other relationships between the Lessor (Owner) and Lessee (Tenant) must be disclosed with the facilities lease agreement.

Describe the present use of the facility:

The facility was newly renovated and currently unoccupied.

Address of Premises: 108 W. Roosevelt

Square Footage: 19,000 SQ FT

Terms of Lease: 5 years

Rental Amount: \$13,200/Month

Contingency: The terms of this agreement are contingent upon

Rockbridge Montessori School

Sponsoring Entity

receiving a charter to operate an open-enrollment public charter school approved by the authorizer by August of 2015

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: Rockbridge Montessori School

By:  Date 7/15/2014

Lessor: St. John Missionary Baptist Church

By:  Date 7/15/2014

Attachment 15

2014 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. 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.
4. 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.
5. 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.

6. 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.
7. The open-enrollment public charter school shall not be religious in its operations or programmatic offerings.

8. 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.
9. 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.
10. 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.
11. 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.
12. 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
 - (g) Health and safety codes as established by the State Board of Education and local governmental entities.

13. 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.
14. Should the open-enrollment public charter school voluntarily or involuntarily close, the applicant confirms the understanding that any fees associated with the closing of the school including, but not limited to, removal of furniture, equipment, general expenses, etc., are the sole responsibility of the sponsoring entity. No indebtedness of any kind incurred or created by the open-enrollment public charter school shall constitute an indebtedness of the state or its political subdivisions, and no indebtedness of the open-enrollment public charter school shall involve or be secured by the faith, credit, or taxing power of the state or its political subdivisions. Upon dissolution of the open-enrollment public charter school or upon nonrenewal or revocation of the charter, all net assets of the open-enrollment public charter school, including any interest in real property, purchased with public funds shall be deemed the property of the state, unless otherwise specified in the charter of the open-enrollment public charter school. If the open-enrollment public charter school used state or federal funds to purchase or finance personal property, real property or fixtures for use by the open-enrollment public charter school, the authorizer may require that the property be sold. The state has a perfected priority security interest in the net proceeds from the sale or liquidation of the property to the extent of the public funds used in the purchase.



Signature of President of the Sponsoring Entity Board of Directors

7/19/2014

Date

Bill Simmons

Printed Name

Attachment 16

Works Cited in this Application

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- Note:* All ESEA Reports for LRSD and individual schools were accessed from Arkansas Department of Education's "ADE Data Center." Website that accesses these reports: <https://adedata.arkansas.gov/arc/>

2013 ESEA Information

Rockbridge Montessori School

Little Rock, Arkansas

District: LITTLE ROCK SCHOOL DISTRICT **Superintendent:** MORRIS HOLMES
School: LITTLE ROCK SCHOOL DISTRICT **Principal:**
LEA: 6001000 **Grades:** K-12
Address: 810 W. Markham ST. **Enrollment:** 23594
Little Rock, AR 72201 **Attendance (3 QTR AVG):** 95.58
Phone: 501-447-1002 **Poverty Rate:** 71.86

OVERALL SCHOOL STATUS: **NEEDS IMPROVEMENT**

PERCENT TESTED

PERCENT TESTED STATUS: ACHIEVING						
	LITERACY			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	12103	12284	98.53	13597	13879	97.97
Targeted Achievement Gap Group	9050	9200	98.37	10273	10514	97.71
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	8126	8262	98.35	9276	9506	97.58
Hispanic	1243	1264	98.34	1396	1419	98.38
White	2354	2375	99.12	2537	2565	98.91
Economically Disadvantaged	8557	8696	98.40	9749	9981	97.68
English Language Learners	1189	1209	98.35	1315	1336	98.43
Students with Disabilities	1477	1514	97.56	1561	1604	97.32

STUDENT PERFORMANCE -- LITERACY

LITERACY STATUS: NEEDS IMPROVEMENT										
	STATUS PERFORMANCE -- LITERACY					GROWTH PERFORMANCE -- LITERACY				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	7740	11553	67.00	68.27	91.00	5367	7747	69.28	73.03	93.00
Targeted Achievement Gap Group	5117	8651	59.15	61.03	91.00	3816	6010	63.49	67.68	93.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	23406	35580	65.78	68.27	91.00	17023	24157	70.47	73.03	93.00
Targeted Achievement Gap Group	15467	26704	57.92	61.03	91.00	12038	18592	64.75	67.68	93.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American	4680	7751	60.38	61.78		3464	5417	63.95	68.18	
Hispanic	719	1183	60.78	63.48		527	759	69.43	71.79	
White	2030	2254	90.06	88.97		1213	1384	87.64	88.39	
Economically Disadvantaged	4867	8188	59.44	60.93		3633	5747	63.22	67.63	
English Language Learners	687	1148	59.84	62.18		527	739	71.31	72.35	
Students with Disabilities	353	1420	24.86	35.06		280	887	31.57	42.38	

STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS: NEEDS IMPROVEMENT										
	STATUS PERFORMANCE -- MATHEMATICS					GROWTH PERFORMANCE -- MATHEMATICS				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	7646	12941	59.08	67.59	92.00	3645	7748	47.04	63.35	81.00
Targeted Achievement Gap Group	5016	9784	51.27	61.14	92.00	2409	6011	40.08	57.20	81.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	24192	39915	60.61	67.59	92.00	12500	24172	51.71	63.35	81.00
Targeted Achievement Gap Group	15919	30133	52.83	61.14	92.00	8261	18607	44.40	57.20	81.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American	4285	8717	49.16	60.22		2084	5418	38.46	56.43	
Hispanic	797	1334	59.75	69.48		394	759	51.91	67.38	
White	1968	2262	87.00	89.12		1034	1384	74.71	83.25	
Economically Disadvantaged	4736	9292	50.97	60.91		2291	5747	39.86	57.08	
English Language Learners	778	1266	61.45	70.45		399	739	53.99	67.84	
Students with Disabilities	457	1501	30.45	42.49		156	888	17.57	34.57	

2012 SCHOOL GRADUATION RATE

GRADUATION RATE STATUS: ACHIEVING					
	2012 SCHOOL GRADUATION RATE				
ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	90TH PCTL
All Students	1342	1641	81.78	70.61	94.00
Targeted Achievement Gap Group	726	937	77.48	64.88	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	90TH PCTL
All Students	3943	5596	70.46	70.61	94.00
Targeted Achievement Gap Group	2027	3149	64.37	64.88	94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	
African American	868	1095	79.27	67.94	
Hispanic	78	121	64.46	59.05	
White	326	353	92.35	80.87	
Economically Disadvantaged	687	885	77.63	65.11	
English Language Learners	36	51	70.59	47.92	
Students with Disabilities	122	154	79.22	66.77	

Charter Authorizing Panel Decision Letter

Career Academy of Siloam Springs

Siloam Springs School District



ARKANSAS DEPARTMENT OF EDUCATION

November 20, 2014

Tony Wood
Commissioner

**State Board
of Education**

Sam Ledbetter
*Little Rock
Chair*

Toyce Newton
*Crossett
Vice Chair*

Dr. Jay Barth
Little Rock

Joe Black
Newport

Kim Davis
Fayetteville

Alice Mahony
El Dorado

Mireya Reith
Fayetteville

Vicki Saviers
Little Rock

Diane Zook
Melbourne

Mr. Jody Wiggins
847 South Dogwood
Siloam Springs, Arkansas 72761

RE: Notice of Charter Authorizing Panel Decision
Career Academy of Siloam Springs

Dear Mr. Wiggins:

On November 19, 2014, the Charter Authorizing Panel met and approved the application for Career Academy of Siloam Springs. 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 Tuesday, November 25, 2014**, in order for the request to be included in the State Board of Education agenda materials for the meeting on December 11, 2014. 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 November 13, and, at that time, the board will determine whether or not to review the panel's decision. If the State Board decides to review the panel's decision, the review will take place at a later meeting.

Let me know if you have any questions. I can be reached by phone at (501) 682-4240 or by email at cindy.hogue@arkansas.gov.

Sincerely,

Cindy Hogue, Director
Office of Educational Options

C: Mr. Ken Ramey, Superintendent, Siloam Springs School District

Career Academy of Siloam Springs Summary

Career Academy of Siloam Springs

Siloam Springs School District

Career Academy of Siloam Springs

School District: Siloam Springs
Grade Levels: 9-12
Student Enrollment Cap: 1,600 (based on response to ADE Review)
Address of Proposed Charter: 700 North Progress Ave, Siloam Springs, 72761

Mission Statement

The Career Academy of Siloam Springs (CASS) will equip students for future career success with personalized industry-based training and skills integral to local and regional business and industry in order to enter the workforce or pursue postsecondary education.

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

- Concerns with the unknown location for the proposed industry labs to be held.

Documentation Provided in Support of the Charter

Letters of Support Included in Application

John Mark Turner	Mayor, Siloam Springs
Keith Peterson	Dean of Workforce Development, Northwest Arkansas Community College
O. Wayne Mays	President and CEO, Siloam Springs Chamber of Commerce
Jonathan Barnett	State Representative, Arkansas House of Representatives

Additional Letters of Support (Available for Review)

Tex Ballenger	Maintenance Manager, Baldor Electric
James Barnett	President, DaySpring
John Brown	Executive Director, Windgate Charitable Foundation
Tammie Murray	Teacher and Parent
Carole Shaver	WIA Employment/Training Advisor, Arkansas Workforce Center
Mark Simmons	Chairman, Simmons

ADE Evaluation and Applicant Responses

Career Academy of Siloam Springs

PART A - GENERAL INFORMATION

School District: Siloam Springs School District

Grade Levels: 9-12

Enrollment Cap: 250

Address of Proposed School: 700 North Progress, Siloam Springs, AR 72761

PRE-APPLICATION MATERIALS

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

Evaluation Criteria:

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

Fully Responsive

PART B EXECUTIVE SUMMARY

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

Evaluation Criteria:

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

Fully Responsive

PART C NARRATIVE DESCRIPTION OF THE PROPOSED CHARTER

C1: PUBLIC HEARING RESULTS

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

Evaluation Criteria:

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

Fully Responsive

C2: MISSION STATEMENT

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

Evaluation Criteria:

- A mission statement that is clear and succinct

Fully Responsive

C3: EDUCATIONAL NEED

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

Evaluation Criteria:

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

Fully Responsive

C4: ACADEMIC ACHIEVEMENT GOALS

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

Evaluation Criteria:

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

Fully Responsive

C5: 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
- Specific reasons that the school would be viable
- A description of the length of school day and school year that meets minimum state requirements

Partially Responsive –Fully Responsive (Based on Response)

Concerns and Additional Questions

Clearly explain the configuration of the charter school. Explain the following:

- If the entire high school is applying to convert to charter status

Upon review of the comments from the ADE team, we have re-evaluated our original application and have decided our students would be served more effectively and efficiently by converting Siloam Springs High School, in its entirety, to a conversion charter school.

- The number of students per grade level to be charter students

Based on the fact that we have decided to convert the entire high school to a conversion charter school, we have refigured our numbers for each grade based on a possible 2-3% annual growth. The conversion charter will serve 100% of each grade 9-12. The following details the new total number of students per grade level:

9th—400

10th—400
11th—400
12th—400
Total of 1,600

If it is the intention of the district to have students at two campuses, one campus as a charter school, and one campus as a traditional high school, explain how the district plans to report the students for purposes of funding and academic accountability.

It is not the intent of the Siloam Springs School District to have separate campuses for the charter school and the traditional high school students. The conversion charter will operate at the physical address of Siloam Springs High School, 700 North Progress Avenue, Siloam Springs, AR 72761.

Confirm the understanding that if the plan is to offer only certain classes to comprise the charter, the school would not meet the federal definition of a public charter school as it would not provide “a program of elementary or secondary education or both.”

The Siloam Springs School District has made the decision to convert the entire campus of Siloam Springs High School to a conversion charter school. Siloam Springs High School students will have multiple curricular options within the conversion charter high school. Students may choose a traditional high school curriculum, an Advanced Placement curriculum, or the hands-on vocational curriculum of the Career Academy of Siloam Springs (CASS). All of these students will benefit from the ability to utilize the embedded and online courses to provide more flexibility in scheduling elective, vocational, college credit, concurrent credit, and extracurricular courses. The conversion charter of Siloam Springs High School will provide a complete program of secondary education as it always has, but the waivers associated with this charter will allow our students greater opportunities than they have ever had.

Describe the locations and facilities where the “industry labs” will be held.

The Siloam Springs School District has been investigating multiple options for the location of the industrial labs. Options we are currently pursuing include: building a facility to house the CASS industrial lab on campus, working with the Siloam Springs Chamber of Commerce and local realtors to locate an existing facility to purchase or lease that adequately meets the needs of students enrolled in the CASS industrial lab, and investigating the offer of a local manufacturer to donate dedicated facility space for the CASS industrial lab. Negotiations are not yet complete, but we have full confidence that we will have a facility in place to provide the hands-on training needed for this part of our plan prior to the date the conversion charter goes into effect.

Siloam Springs High School currently has programs that incorporate classes held at off-site locations. If the industrial lab has to be located off-site, transportation will be provided so that no students are excluded, and the facility will meet all state and federal requirements for school facilities.

Provide an example of a daily schedule that includes the modules and describe what a typical day would look like for a charter student.

Typical Day—9 th – 10 th Grade	
<u>Monday/Wednesday</u> --English: Traditional classroom with curriculum designed for technical reading --Online Coursework: Health/Civics --Electives: Agri/Medical Professions or other electives --Science: Traditional classroom with curriculum designed to be project based	<u>Tuesday/Thursday</u> --Math: Traditional classroom --Online Coursework: Economics/Fine Arts --Electives: Stagecraft/AVTF or other electives --PE

Typical Day—11 th – 12 th Grade	
<u>Monday/Wednesday</u> <i>Morning</i> --English: Traditional classroom with curriculum designed for technical reading --Social Studies --Online Coursework <i>Afternoon</i> --CASS Industrial Technologies Lab Classes (modules as described in next section)	<u>Tuesday/Thursday</u> <i>Morning</i> --Math: Traditional classroom --Science: Traditional classroom with curriculum designed to be project based <i>Afternoon</i> --CASS Industrial Technologies Lab Classes (modules as described in next section)

Explain how it is determined what modules a student will take. Explain if there is a cap on the number of students that can enroll in each module class.

The number of students that can enroll in each module class will only be limited by the number of trainers or laboratory settings available to accommodate each CASS student. Students in their first year of CASS will take the following eight modules:

CASS First Year Curriculum	
Module 1: <ul style="list-style-type: none"> • Safety and Health • Basics of filling out a work orders and PMs and recording time on a project which would then be embedded it into rest of the classes • OSHA certification 	Module 5: <ul style="list-style-type: none"> • Electricity • Introductory PLC and other automated equipment maintenance.
Module 2: <ul style="list-style-type: none"> • Lubrication • Drive Components 	Module 6: <ul style="list-style-type: none"> • Measurement • Instrumentation

<ul style="list-style-type: none"> • Seals • Pumps • Bearings 	<ul style="list-style-type: none"> • Print reading (AutoCAD, various viewers, supply chain)
Module 3: <ul style="list-style-type: none"> • Piping • Valves • Pneumatics • Hydraulics 	Module 7: <ul style="list-style-type: none"> • Machining • Milling • Drive components • Basic metallurgy
Module 4: <ul style="list-style-type: none"> • Welding 	Module 8: <ul style="list-style-type: none"> • Soft skills • Career Awareness • Basic Job Skills • Career and Workplace Skills • Employability Skills • Culminating project

The number of students that can enroll in each module class will only be limited by the number of trainers or laboratory settings available to accommodate each CASS student. Students in their second year of CASS will take the following four modules:

CASS Second Year Curriculum	
Module 1: <ul style="list-style-type: none"> • Electromechanical Technology • Industrial Electronics 	Module 3: <ul style="list-style-type: none"> • Advanced Welding
Module 2: <ul style="list-style-type: none"> • Machine Tool Technology/Machinist 	Module 4: <ul style="list-style-type: none"> • HVAC Maintenance and Operation • Boiler Maintenance and Operation
Possible alternate Module 4: <ul style="list-style-type: none"> • Apprenticeship 	

List which courses will be embedded

Oral Communications will be embedded within 12th grade English and World History classes.

Explain how students will complete all of their core curriculum classes while spending half of their day in the lab setting.

The development of the CASS curriculum is being driven by our industry partners and will include online digital courses and blended learning. Students will have the opportunity to complete online coursework starting their 9th grade year for some elective and required classes. This opportunity to obtain credits at a faster pace or outside of school time, coupled with the embedded oral communication course, will provide more flexibility in their daily class schedules, especially during their 11th and 12th grade years, to complete the CASS laboratory requirements. In addition, Siloam Springs High School operates on an A/B block schedule which allows students to schedule eight credits per year for a total of thirty-two possible credits over their high school career as opposed to seven credits per year with a total of twenty-eight credits on a traditional (non-block) schedule. The additional four credits available in the A/B block schedule allow for even more flexibility.

Confirm the understanding that every digital course must be offered from a provider approved by the Arkansas Department of Education and must meet or exceed curriculum standards and requirements established by the Arkansas State Board of Education in accordance with all laws, rules, and procedures promulgated to ensure access to quality digital learning content and online blended learning.

The Siloam Springs High School conversion charter will only offer digital coursework from approved providers identified by the Arkansas Department of Education to assure that all requirements are met regarding access to quality digital learning content and online blended learning.

C6: CHARTER MODEL

Evaluation Criteria:

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

Fully Responsive

C7: AUTONOMY

Evaluation Criteria:

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

Fully Responsive

C8: SCHOOL IMPROVEMENT PLAN

Evaluation Criteria:

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

Fully Responsive

C9: 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 Common Core State Standards.

Evaluation Criteria:

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

Fully Responsive

C10: 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 those areas 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

Special Education

Explain what special education services will be offer to all CASS students.

Every special education service that is already being provided at Siloam Springs High School will continue to be offered to all conversion charter students.

Confirm CASS will comply will all state and federal special education requirements.

Siloam Springs High School has always and will continue to comply with all state and federal special education requirements.

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, **separate from the district's annual report to the public**, that outlines the school's progress;
- A plan for dissemination of the annual report to appropriate stakeholders

Fully Responsive

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 provide assurances for a random, anonymous lottery selection process.

Evaluation Criteria:

- A student recruitment plan that will provide equal opportunity for all parents and students to learn about and apply to the school
- An enrollment and admissions process that is open, fair, and in accordance with applicable law

- A process for, and a guarantee of, a random, anonymous lottery process should there be more student applications than can be accommodated under the terms of the charter

Fully Responsive

C13: PRIOR CHARTER INVOLVEMENT

Evaluation Criteria:

- A complete Prior Charter Involvement Template for each individual connected with the propose 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 administrator(s) and other key personnel. This section should also describe the professional qualifications which will be required of employees.

Evaluation Criteria:

- A job description for the school administrators and other key personnel, including but not limited to counselors, 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

Fully Responsive

C15: 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

C16: FACILITIES

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

Evaluation Criteria:

- An identified facility appropriate to meet the needs of the school over the term of its charter
- A realistic plan for remodeling or adapting a facility, if necessary, to ensure that it is appropriate and adequate for the school's program, the school's targeted population, and the public
- Evidence that the school understands the costs of securing and improving a facility and has access to the necessary resources to fund the facility plan
- A sound plan for continued operation, maintenance, and repair of the facility

Fully Responsive

C17: 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

C18: 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

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

Fully Responsive

C19: WAIVERS

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

Evaluation Criteria:

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

SEE LEGAL COMMENTS

C20: DESEGREGATION ASSURANCES

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

Evaluation Criteria:

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

SEE LEGAL COMMENTS

C23: SUSTAINABILITY OF THE PROGRAM

The Sustainability section should describe the applicants' 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

Legal Review of Waivers Requested

Career Academy of Siloam Springs

Siloam Springs School District

**Career Academy of Siloam Springs
Waivers Requested in Original Application
2014 District Conversion Application**

1. Embed Oral Communications

Section 9.03.1 of Standards

The Siloam Springs School District is required to teach Oral Communications as a separate class to its 9th grade students.

The Applicant is asking for a waiver of that requirement in order that curriculum meeting the requirements of the ADE Standards Rules, Arkansas Frameworks and all applicable rubrics may be embedded within other courses to be provided by the conversion charter school.

The Applicant ensures that students will receive instruction concerning the required material in the Oral Communications class meeting or exceeding all state curriculum requirements through embedding curriculum within the students' required coursework.

Legal Comments: It is believed that the applicant intended to seek waiver of 9.03.3.1. Applicant should confirm and explain why this waiver is necessary when it will serve grades 9-12 only. This Standard applies to grades 5-8.

Response: *The Siloam Springs School District intends to seek the waiver of 9.03.3.1*

The Applicant is asking for a waiver of that requirement in order that curriculum meeting the requirements of the ADE Standard Rules, Arkansas Frameworks and all applicable rubrics may be embedded within 12th grade English and World History courses to be provided by the conversion charter school.

The Application ensures that students will receive instruction concerning the required material in the Oral Communications class meeting or exceeding all state curriculum requirements through embedding the curriculum within the students' required coursework."

Remaining Issues: The Applicant needs a waiver of Standard 9.03.4.1 instead of 9.03.3.1.

2. Planned Instructional Day

Section 10.01.4 of Standards

Due to the nature of the Academy experience as outlined in the application, the Applicant is requesting a waiver of the Planned Instructional Day requirements. The

programmatic offerings of the Academies, while meeting all curriculum requirements, may be capable of being provided in less than 30 hours each week.

Legal Comments: The applicant should explain why this waiver is necessary. It appears the planned instructional time will meet the requirements of this Standard. If the applicant does intend to provide less instructional time than is required by this Standard, a waiver of **Ark. Code Ann. § 6-16-102 School Day Hours; Ark. Code Ann. § 6-18-211 Mandatory Attendance for Students in Grades 9-12; and the ADE Rules Governing Mandatory Attendance Requirements for Students in Grades Nine Through Twelve** is also necessary.

Response: *In addition to Section 10.01.4, the Siloam Springs School District seeks to additionally request the waivers of Ark. Code Ann. § 6-16-102 School Day Hours; Ark. Code Ann. § 6-18-211 Mandatory Attendance for Students in Grades 9-12; and the ADE Rules Governing Mandatory Attendance Requirements for Students in Grades Nine Through Twelve*

The Siloam Springs School District is requesting this waiver due to the fact that students may complete digital and online courses in less time than the required seat time requirement.

Remaining Issues: None

3. Class Size and Teaching Load

Section 10.02 of Standards, specifically Subsection 10.02.5

In order to fully implement and optimize the Academy experience the Applicant wishes to request a waiver of the class size and teaching load requirements. The Applicant believes that the unique curriculum delivery system that will be utilized in the Academy is truly an example of the “exceptional case” worthy of a waiver under Section 10.02.5 of the Standards.

A waiver is being specifically requested for our teachers to be able to instruct no more than 180 students, with a maximum of no more than 30 students per class.

Legal Comments: None

Remaining Issues: None

4. Clock Hours

Section 14.03 of Standards

To allow for the teaching of simultaneous embedded an/or online courses within the Academy structure and to allow for the integration of graduation credit courses with other courses as necessary, the Applicant requests a waiver of the seat time requirement.

The Applicant is not, by this request, asking for a waiver of graduation requirements. The Application is requesting only a waiver of the 120 clock hour requirement. In accordance with prior ADE comments on this type of waiver request, the Applicant hereby affirms that it will adhere to full curriculum alignment with Arkansas Frameworks, and will be glad to submit to the ADE and/or the Charter Authorizing Panel any additional information that may be desired.

Legal Comments: None

Remaining Issues: None

5. Licensure

Ark. Code Ann. §§ 6-15-1004; 6-17-302; 6-17-309; 6-17-401; 6-17-902; 6-17-919

Sections 15.02 and 15.03 of Standards

ADE Rules Governing Educator Licensure

The Applicant is requesting a waiver from the above-listed statutes and rules, to the extent that it may be necessary to hire professionals in the community who possess outstanding credentials and work history in the various areas of coursework provided in the Academy, even if they do not possess a teaching license. Any individuals hired as a result of this waiver will meet all other requirements, such as Highly Qualified status if applicable, and the successful completion of criminal background and Child Maltreatment Registry checks. We see this as an enhancement to the relationship which we seek to develop with the business community as a result of the inception of the Academy. We would also intend to utilize this waiver to allow licensed English Language Arts teachers who do not possess certification in Oral Communications to be able to teach the English classes which will have the Oral Communications curriculum content embedded within them.

Legal Comments: None

Remaining Issues: None

DESEGREGATION ANALYSIS: Fully responsive

Application

Career Academy of Siloam Springs

Siloam Springs School District

RECEIVED

Arkansas Department of Education
Charter and Home School Office
September 9, 2014



ARKANSAS DEPARTMENT OF EDUCATION

2014 Application District Conversion Public Charter School

Deadline for Receipt of Submission: Tuesday, September 9, 2014, 4:00 p.m.

Applications will not be accepted after this time.



Name of Proposed Charter School:

Career Academy of Siloam Springs

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
2014 APPLICATION
DISTRICT CONVERSION PUBLIC CHARTER SCHOOL**

A. GENERAL INFORMATION

Name of Proposed Charter School: Career Academy of Siloam Springs

Grade Level(s) for the School: 9-12 Student Enrollment Cap: 250

Name of School District: Siloam Springs School District

Name of Contact Person: Jody Wiggins, Assistant Superintendent

Address: 847 South Dogwood City: Siloam Springs

ZIP: 72761 Daytime Phone Number: (479) 524-3191 FAX: (479) 524-8002

Email: jody.wiggins@sssd.k12.ar.us

Charter Site Address: 700 North Progress Avenue

City: Siloam Springs

ZIP: 72761 Date of Proposed Opening: August 17, 2015

Name of Superintendent: Ken Ramey

Address: 847 South Dogwood City: Siloam Springs

ZIP: 72761 Daytime Phone Number: (479) 524-3191

B. EXECUTIVE SUMMARY

Provide the mission statement of the proposed school.

Applicant Response:

The Career Academy of Siloam Springs (CASS) will equip students for future career success with personalized industry-based training and skills integral to local and regional business and industry in order to enter the workforce or pursue postsecondary education.

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

Applicant Response:

Capitalizing on a strong partnership with local business and industry and postsecondary institutions, the Career Academy of Siloam Springs will provide students with industry-specific training through relevant career-based classes and real-life laboratory settings. Students successfully exiting the program will graduate with a value-added diploma, nationally recognized industry certification, and the skills necessary to pursue immediate employment or future education and training in industrial technologies.

Program curricula will be developed in conjunction with local business and industry partners in order to maximize students' acquisition of both technical and 21st Century Skills, including use of technology, teamwork, industry-based problem solving, and effective communication. Instruction will be geared to industry standards for local, regional, and national job expectations.

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 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, called by the school board, which was held for the purposes of assessing support for the establishment of this public charter school. Provide copies of supporting evidence.

Applicant Response:

Two meetings were held September 2, 2014 at the Siloam Springs High School Seminar Room to discuss the proposed establishment of the Career Academy of Siloam Springs. The meetings were held at 4:00 p.m. and 6:00 p.m. The meetings were publicized for four consecutive weeks (August 10, 17, 24, and 31, 2014) in the local newspaper, the *Siloam Springs Herald-Leader*. The meetings were also advertised on the school district's website. Information pertaining to the public meetings was also discussed at community business meetings, and information was presented to district faculty by Ken Ramey, Superintendent, and Jody Wiggins, Assistant Superintendent, during faculty meetings. Translation services in Spanish were offered by Ivonne Garrison, International Coordinator, and utilized by several in attendance at these meetings.

Ken Ramey, Superintendent of the Siloam Springs School District, facilitated the public meetings. The agenda was as follows:

Welcome - Mr. Ken Ramey, Superintendent

Background and Description of Conversion Charter School - Mr. Jody Wiggins, Assistant Superintendent

Academy Overview - Mrs. Jerrie Price, Assistant Principal, Siloam Springs High School

Programs of Study - Mrs. Lisa Hotsenpiller, Vocational Coordinator, Siloam Springs School District

Question and Answer Session

Conclusion - Mr. Jody Wiggins, Assistant Superintendent

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

- A. The notice of public hearing was distributed to the community, certified school personnel, and parents of all students enrolled at the public school for which the school district initiated the application.
- B. The notice of the public hearing was published in a newspaper having general circulation in the school district in which the school will be located at least three weeks prior to the date of the meeting.

2. Give the mission statement for the proposed charter school.

Applicant Response:

The Career Academy of Siloam Springs (CASS) will equip students for future career success with personalized industry-based training and skills integral to local and regional business and industry in order to enter the workforce or pursue postsecondary education.

3. Describe the educational need for the school by responding to the following prompts. Include the innovations that will distinguish the charter from other schools.

Complete the following charts to include 2013 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 Name	Siloam Springs		
District Status	Needs Improvement		
	LITERACY 2013 ESEA Report Percentage Achieving or Advanced	MATH 2013 ESEA Report Percentage Achieving or Advanced	Graduation Rate 2012-2013 2013 Report Card Percent Graduated
All Students (Combined)	83.37	80.42	88.12
Targeted Achievement Gap Group	75.29	71.91	84.73
African American	68.75	80.00	---
Hispanic	74.06	68.58	81.48
White/Caucasian	86.72	83.89	89.94
Economically Disadvantaged	76.67	72.61	85.71
English Language Learners/ Limited English Proficient	72.80	64.76	76.32
Students with Disabilities	33.66	49.07	90.00

CAMPUS DATA - CAMPUS PROPOSED FOR CONVERSION TO CHARTER			
District Name	Siloam Springs		
Campus Name	Siloam Springs High School		
Grade Levels	9-12		
Campus Status	Needs Improvement		
	LITERACY 2013 ESEA Report Percentage Achieving or Advanced	MATH 2013 ESEA Report Percentage Achieving or Advanced	Graduation Rate 2012-2013 2013 Report Card Percent Graduated IF APPLICABLE
All Students (Combined)	83.85	72.86	88.12
Targeted Achievement Gap Group	71.43	63.79	84.73
African American	---	---	---
Hispanic	65.67	---	81.48
White/Caucasian	88.83	79.81	89.94
Economically Disadvantaged	72.39	63.76	85.71
English Language Learners/ Limited English Proficient	60.00	42.62	76.32
Students with Disabilities	38.89	72.41	90.00

CAMPUS DATA - HIGH SCHOOL CLOSEST TO THE PROPOSED CHARTER LOCATION			
District Name	Gentry Public Schools		
Campus Name	Gentry High School		
Grade Levels	9-12		
Campus Status	Needs Improvement		
	LITERACY 2013 ESEA Report Percentage Achieving or Advanced	MATH 2013 ESEA Report Percentage Achieving or Advanced	Graduation Rate 2012-2013 2013 Report Card Percent Graduated IF APPLICABLE
All Students (Combined)	84.71	86.67	83.33
Targeted Achievement Gap Group	72.92	82.42	78.57
African American	---	---	---
Hispanic	---	72.22	---
White/Caucasian	83.61	90.00	81.25
Economically Disadvantaged	73.91	81.61	78.18
English Language Learners/ Limited English Proficient	---	63.64	---
Students with Disabilities	---	90.91	---

CAMPUS DATA - OTHER CAMPUS IN FEEDER PATTERN OF PROPOSED CONVERSION CHARTER			
District Name	Siloam Springs Public Schools		
Campus Name	Siloam Springs Middle School		
Grade Levels	6-8		
Campus Status	Needs Improvement		
	LITERACY 2013 ESEA Report Percentage Achieving or Advanced	MATH 2013 ESEA Report Percentage Achieving or Advanced	Graduation Rate 2012-2013 2013 Report Card Percent Graduated IF APPLICABLE
All Students (Combined)	83.80	79.84	N/A
Targeted Achievement Gap Group	75.39	70.12	N/A
African American	---	---	N/A
Hispanic	76.34	66.96	N/A
White/Caucasian	86.54	84.27	N/A
Economically Disadvantaged	77.20	70.86	N/A
English Language Learners/ Limited English Proficient	75.14	62.64	N/A
Students with Disabilities	35.63	40.23	N/A

Explain the educational need for the charter in light of the academic performance by the district, the campus proposed to be converted, and at the schools in the same feeder pattern as the proposed charter. Explain other significant factors. Be certain to include the source for information presented.

Applicant Response:

The overall academic performance of Siloam Springs High School is high. (The 2014 scores showed improvement from the 2013 scores.) We are, however, continually addressing the gap between the TAGG group and our combined population. We believe that to a large degree the CASS model will target students in the TAGG group allowing opportunities for those students to be more highly engaged in curriculum that is relevant to their interests and goals.

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:

We believe providing our students with the opportunity to attend CASS will bring positive, measurable results, both to our students and to members of our community. 20.3% of Siloam Springs citizens age 25 or older possess a bachelor's degree, slightly above the state average of 19.8%. Since 2010, Siloam Springs' unemployment rate has fallen from 7.2% to a current rate of 4.8%. 16.7% of Siloam Springs residents live below the poverty level (U.S. Census Bureau). Graduates of CASS will continue to help the area sustain its positive economic growth into the future.

Describe the innovations that will distinguish the charter from other schools.

Applicant Response:

Siloam Springs, in Northwest Arkansas, is located in one of the fastest-growing regions in the United States. The town has a population of approximately 15,000, and many industries are located in Siloam Springs including Sager Creek Vegetable Company, Cobb-Vantress, DaySpring Cards, Gates Rubber, La-Z-Boy, PipeLife-JetStream, and Simmons Foods. In 2012, Siloam Springs was named one of the "Top Twenty Best Small Towns in America" by Smithsonian Magazine.

Business and industry members from the Siloam Springs area contacted the Siloam Springs School District in the past about the pressing need for a highly-skilled workforce and the hope that career and technical courses could be developed to address this need. Local businesses are in direct need of employees with not only technical skills, but also 21st Century skills commonplace in careers today. By partnering with local and regional business and industry members, CASS will give students the opportunity to graduate from high school with a value-added diploma that demonstrates they have the skills necessary to pursue immediate employment in industrial maintenance or future education and training.

The Northwest Arkansas manufacturing sector employed an estimated 26,300 in June 2014, up from 26,200 in May 2014 (U.S. Bureau of Labor Statistics). In a January 2014 meeting with local business and industry manufacturing representatives, an overwhelming theme was a lack of qualified individuals for job vacancies in the area. Since many employees do not possess both entry-level technical skills and 21st Century skills, many businesses in our region have to recruit employees from outside Northwest Arkansas in order to fill vacancies. The region's low unemployment rate of 4.9% in June 2014 (U.S. Bureau of Labor Statistics) has made finding qualified employees an acute issue in order to preserve the rapidly-growing economy of Northwest Arkansas, of which Siloam Springs is an integral part.

School leaders in the Siloam Springs School District also acknowledge that a traditional school setting is not best for all its students. With this in mind, the school district is enthusiastic about providing both education and

training to its graduates in an environment that would not only set graduates up for success after high school, but also contribute to the much-desired highly-skilled workforce that is now a necessity in Northwest Arkansas. The Career Academy of Siloam Springs (CASS) will educate students both in the classroom and in real-world laboratory settings in a curriculum developed with local business and industry members. Students will have the opportunity to maximize their time in CASS through online courses in non-technical classes, enabling students to progress at their own pace. In the CASS laboratory setting, students will use learning modules called trainers that simulate the actual tasks they will encounter on the job and offer opportunities to troubleshoot, repair, and maintain each part of the equipment while maintaining a safe environment. Students will also engage in actual simulations where they will work from a work order, a preventative maintenance, and clocking and recording their time spent on the equipment. Employability skills, career awareness, and career and workplace skills will be an integral component throughout each course in the entire curriculum so that students receive maximum exposure and training in these vital skills. Each student will also have opportunities to pursue industry-recognized certifications and concurrent college credit, adding value to their high school diploma.

4. 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
70% of graduating seniors will meet the four ACT College Readiness Benchmark	ACT	70% of students are College Ready Benchmark	Spring 2018
All CASS students will take the ACT their junior year	ACT	100% participation	Spring of each year beginning in 2016
Meet or exceed the ACT state average	ACT	Increase by a percentage point annually until the state average is met	Annually
Meet or exceed the state average in ELA on the PARCC assessment	PARCC	Meet or exceed state average	Annually
Meet or exceed the state average in Mathematics on the PARCC assessment	PARCC	Meet or exceed state average	Annually
90% of students completing the program will participate in job shadowing, industry tours, and/or internships	PSP - Personalized Success Plan documentation	Increase percentage each year. Have and maintain 90% attainment by 2020	Annually
90% of students completing the program will obtain at least 3 hours of college credit, or obtain at least	PSP - Personalized Success Plan documentation	Increase percentage each year. Have and maintain 90% achievement by 2020	Annually
one industry certification before graduation			
90% of graduating seniors will attend college or technical school, or they will enter the workforce at an	Follow-up surveys with graduates	90%	Annually

entry-level or higher position paying more than minimum wage			
Graduation rate of 90%	ADE report	90%	Annually

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:

CASS is committed to high academic standards, helping students become both college and career ready. We understand that not every student will attend college immediately out of high school. Our mission is to develop students who are able to pursue either a career or a college education. Our sincerity to this commitment will be demonstrated in the following ways:

- Having all CASS students take the ACT their junior year. If, as a junior, a student does not meet all four of the ACT College Readiness Benchmarks they will be encouraged to retake the ACT their senior year. Our goal is that 70% of graduating seniors will have met all four ACT College Readiness Benchmarks. If those benchmarks are not met the junior year, those students will be encouraged to take the ACT again their senior year. If this goal is met, we know our students will be prepared to be academically successful after high school.
- Scoring proficient on the PARCC exams (both ELA and mathematics) will demonstrate that students completing the CASS curriculum are being held to the same high standard as all students in the state of Arkansas. Being proficient at reading, reading comprehension and math at the various levels tested by PARCC will show that students are ready for the rigorous problem-solving and lifelong learning required in today's workforce.
- Job shadowing, industry tours, and/or internships in the career field are vital to the success of students. These processes teach students how to build relationships with potential employers and also reinforces all the skills and work ethic taught throughout the program. They allow students to learn the trade they have chosen to pursue from seasoned mentors and will expose students to many other career possibilities in their chosen fields.
- College credit/industry certification. CASS students will leave high school with verification from colleges or industry experts that shows the high level of academic rigor of the program. Essentially students will know from an outside source they attained the skills or education needed to be successful. We feel this will be an advantage to our students in both job placement and college placement.
- Having a graduation rate of 90% and a goal of 90% of all CASS graduates attending college or technical school, or having the ability to enter the workforce at a pay rate of higher than the minimum wage sends a clear message to all shareholders that students graduating from CASS will truly possess a value added diploma. This diploma will enable them to transition to the next step in their lives with a strong foundation that will enable their success in further education or the workplace.

5. Describe the educational program to be offered by the charter school.

Applicant Response:

Once the entire CASS model is implemented, it will be an integrated approach to math, science, literacy, and social studies that prepares students for a hands on, project based learning environment preparing them for the workforce in our community and region. There will also be a portion of the curriculum that is digital, online learning to prepare students for college classes that are online, or for workforce educational classes that are computer based or blended learning opportunities. These digital classes will also be self-paced as well as flexible on where and when the student can complete the courses- to a large degree allowing students the opportunity to gain extra space in their schedules for other important activities such as band, athletics or other types of electives while attending the CASS lab courses during their junior and senior year. While the program, when fully implemented, will start in 9th grade, during the junior and senior years most of the students will spend half of their day in a lab setting gaining skills in their desired field.

Starting in the ninth grade and continuing to the tenth grade, CASS students will have the opportunity to take classes with embedded curriculum and online classes, thus freeing up more of their time to pursue classes at

CASS during their junior and senior years. In the first year of their program of study, usually a student's junior year, the vocational curriculum will be broken down into eight modules. Each of these eight modules will be 1 hour and 25 minutes per day for nine weeks. This will make up half of the student's academic day for one year. Each of the topics will be looked at from the aspect of the same three overarching skills: troubleshoot, repair, and maintain each part of the equipment while maintaining a safe environment. Where applicable, students will work from a work order, a preventative maintenance (PM) order, and clock and record their time spent working on the equipment. Proposed junior year CASS modules are:

Module 1:

- Safety and Health
- Basics of filling out work orders and PMs, recording time on a project, and utilizing supply chain, which would then be embedded into the rest of the classes
- OSHA certification

Module 2:

- Lubrication
- Drive Components
- Seals
- Pumps
- Bearings

Module 3:

- Piping
- Valves
- Pneumatics
- Hydraulics

Module 4:

- Welding

Module 5:

- Electricity
- Introductory PLC and other automated equipment maintenance.

Module 6:

- Measurement
- Instrumentation
- Print reading (AutoCAD, various viewers)

Module 7:

- Machining
- Milling
- Drive components
- Basic metallurgy

Module 8:

- Soft skills
- Career Awareness
- Basic Job Skills
- Career and Workplace Skills
- Employability Skills
- Culminating project

Year two in the program of study will be broken down into four modules. Each of these modules will be three hours per day for nine weeks. The topics listed below will also be centered around the same overarching skills of troubleshooting, repairing, and maintaining each part of the equipment while maintaining a safe environment. Proposed senior year CASS modules are:

Module 1:

- Electromechanical Technology
- Industrial Electronics

Module 2:

- Machine Tool Technology/Machinist

Module 3:

- Advanced Welding

Module 4:

- HVAC Maintenance and Operation

- Boiler Maintenance and Operation
- Possible Alternate Module 4:
- Apprenticeship

6. Explain why a charter school is necessary to better meet student academic needs instead of a traditional district school.

Applicant Response:

There are many students in the Siloam Springs School District that will not attend college, or will not attend college immediately following high school. We feel CASS will be one more opportunity for those students to be educated in a way that meets their specific needs and allows them to graduate from high school with the ability to make a viable living immediately. It will also prepare some students for their chosen route of postsecondary education, whether it is college or technical school.

In order to pursue the stated mission of CASS, we acknowledge this cannot be achieved in a traditional school setting and thereby request waivers to ensure the flexibility needed for such a mission. The waivers we are requesting are for seat time, embedded courses, licensure requirements, and flexibility in scheduling courses at CASS.

7. Explain how the charter school will have more autonomy than traditional schools in the district. Discuss each of the following:
- A) Employing personnel;
 - B) Developing and controlling the charter school budget;
 - C) Managing day-to-day charter school operations;
 - D) Developing and controlling the school calendar; and
 - E) Other areas of autonomy to be afforded to the charter.

Applicant Response:

- A) CASS will have more flexibility in employing personnel in several ways:
- We will utilize digital/online courses with ADE approved providers, but not teachers in our school.
 - We will continue to utilize SSSD teachers for most literacy, math and science courses along with ESL, SPED, Pre-AP, AP, and concurrent credit courses.
 - The CASS lab classes will be taught by industry specialists or certified teachers who have worked in the industry/business that program of study emphasizes.
- B) CASS will develop and control the charter school budget in conjunction with the SSSD Business Department in a manner that reflects sound financial responsibility and careful stewardship of public resources. We do anticipate the budget for CASS to fluctuate slightly from year to year, due to the changing needs of our business and industry partners and the possible need to adapt curriculum to reflect such changes. There is the possibility of supplementing the budget with grant funds and/or partnership contributions.
- C) Operations at CASS will be similar to those of a traditional school in many ways. However, there may be situations where operations may differ due to the dynamic nature of the charter school curriculum, which will be business and industry driven.
- D) CASS' school calendar may need to be changed in the future to meet the needs of our students, who may be involved in internships and apprenticeships, and our industry specialists or certified teachers, who come from business and industry and will not only be instructing CASS students, but also employed in similar situations. We anticipate that some of the interactive experiences with our business partners will not be confined to the regular school day, school hours, or school calendar.
- E) It is impossible to anticipate all the autonomy CASS will need in other areas at this stage of the planning process, but we ask to be given this liberty in order to best serve our charter school students.

8. Describe the school improvement plan by addressing the following:
- A) Explain how the licensed employees and parents of the students to be enrolled in the charter school will be involved in developing and implementing the school improvement plan, identifying performance criteria, and evaluating the effectiveness of the improvement plan.

Applicant Response:

We currently have a group of teachers, building and district administrators, community leaders and business representatives that are on our steering/planning committee. Our plan is to have a school improvement team (ACSIP team) that utilizes the current steering/planning committee along with current and former students and parents to review data and evaluate each aspect of the curriculum a minimum of twice a year.

CASS will start recruitment of students at the middle school level in order to give those students plenty of time to plan their progression of courses at both Siloam Springs High School and CASS. Students take the Kuder Career Assessment in seventh grade and these results are used to determine student placement in specialized Career and Academic Planning (CAP) groups starting in the ninth grade. All students with demonstrated career interest in industrial, engineering, and maintenance-related careers (as determined by their Kuder score) will receive additional information about the opportunities available to them at CASS from their CAP advisers.

Parents will receive information about CASS through a variety of ways, including letters sent home with students, school district website postings, automated telephone messages, and meetings such as the report to the public. Faculty members will also receive regular updates on CASS, including an annual meeting communicating the progress of the charter school.

CASS will have a close and continuing relationship with our business and industry partners in order to ensure the continued future of the charter school. These partners have been involved in each step of the planning process for CASS, including designing curricular offerings and course content guides. They will also work in conjunction with CASS officials to create assessments for students and to facilitate internship and apprenticeship opportunities with CASS students.

- B) Describe a plan for school improvement that addresses how the charter school will improve student learning and meet the state education goals.

Applicant Response:

Our ACSIP team will meet twice a year to evaluate PARCC data, ACT scores, and AP scores, comparing them to the state and region as well as to the current Siloam Springs High School. That data will then be used to make programmatic and curriculum changes. The team will meet a minimum of twice a year with ongoing evaluations utilizing TLI formative assessments each 9 weeks of all math and literacy courses. Our school will also utilize professional learning communities (small groups of teachers working together) to evaluate each course as it is being taught. These teachers will use common assessments to compare the effectiveness of teaching strategies. Surveys of both current CASS students and CASS graduates will also be utilized for suggested improvements.

9. Describe the process that will be used to ensure curriculum alignment with the Arkansas Curriculum Frameworks and the curriculum requirements of the Common Core State Standards as adopted by the State Board of Education.

Applicant Response:

All curriculum will be taught using the Arkansas frameworks or CCSS. All digital coursework will use vendors that use CCSS or the Arkansas frameworks. Each year teachers will adjust their curriculum maps and lesson plans, making sure each class utilizes the appropriate curriculum. Administrators will use classroom walk throughs to ensure the appropriate curriculum is being taught as well as the TESS model for teacher evaluation checking what is being taught against CCSS and Arkansas frameworks.

10. Describe the manner in which the school will make provisions for the following student services, even in those areas for which a waiver is requested:

A) Guidance program;

Applicant Response:

A counselor will be shared between Siloam Springs High School and CASS. Ozark Guidance school based counseling will also be available to all CASS students. Counselors will provide CASS students with information specifically related to the school, including course choices and opportunities for internships with CASS business and industry partners.

B) Health services;

Applicant Response:

A nurse will be shared between Siloam Springs High School and CASS. We also have the Panther Wellness Clinic (school-based health clinic) available to all Siloam Springs School District students.

C) Media center;

Applicant Response:

CASS will share a media center with Siloam Springs High School and have online access to all of the Siloam Springs media resources.

D) Special education;

Applicant Response:

Special education services will be offered to all CASS students. If students require co-taught or resource classrooms, they will attend those classes at Siloam Springs High School.

E) Transportation;

Applicant Response:

Busses will drop off and pick up students at CASS like any other Siloam Springs School District student.

F) Alternative education, including Alternative Learning Environments;

Applicant Response:

Siloam Springs has an ALE campus called Main Street Academy (MSA). All MSA students will be eligible for CASS if they are on target to graduate on time and have room in their schedules.

G) English Language Learner (ELL) instruction

Applicant Response:

ELL students will attend their ESL classes at Siloam Springs High School and all CASS teachers will have training in ESL strategies to meet the needs of ELL students.

H) Gifted and Talented Program.

Applicant Response:

All gifted and talented students will be eligible for CASS. They will also be able to take advantage of all AP courses, concurrent credit courses and all courses designed for those gifted in the arts, drama, and music. These courses will be attended on the SSHS campus. These students will also be able to take advantage of self-paced online courses offered by CASS.

11. Describe the plan for the school officials to provide an annual report to parents, the community, and the authorizer, **separate from the district's annual report to the public**, that demonstrates the progress made by the charter school during any previous academic year in meeting its academic performance objectives. (*See Arkansas Code Annotated 6-23-202.*)

Applicant Response:

Each fall in conjunction with the district's annual report to the public but at a separate meeting, administration will give an annual report to all stakeholders that reviews all academic data, job placement data and future plans for CASS. This data will serve to demonstrate the progress and impact made by the academy during the previous academic year. The current plan is to have this meeting in November when all test scores have been through the appeals process and final official ESEA reports are received. In November of each year we will schedule a meeting with the authorizer based on their schedule to discuss progress made.

Data collected will include but not be limited to:

1. Grade point averages of those enrolled
2. High school credits earned
3. Graduation rate
4. Dual/concurrent credits earned
5. Number of graduates with a technical certificate
6. Number of graduates attending college or technical school
7. Number of graduates entering workforce at pay rates higher than minimum wage
8. PARCC scores, ACT scores, AP scores

12. Describe the enrollment criteria and student admission, recruitment and selection processes for the proposed public charter school.

Applicant Response:

Enrollment criteria and student admission: As long as students meet the state mandated residency requirements, school choice requirements or board to board transfer requirements the only other enrollment criteria at the freshmen and sophomore level is student interest and parent approval. At the junior and senior level the only enrollment criteria is that each student must be on track to graduate with his peers and have parent approval. In the event that the number of interested students exceeds the available openings within the academy, a random anonymous lottery will be held. Once a student is selected via the lottery he or she is guaranteed placement in the academy for the duration of the program unless he or she leaves voluntarily or is removed for discipline or attendance issues in accordance with our student handbook policies.

Recruitment will be done through personal contacts made by district personnel, distribution of brochures created by educational administrators in partnership with business leaders, class meetings with all 8-11 grade students, and via career and academic plan (CAP) meetings with parents and students. Eighth grade students will be targeted in a campus based recruitment plan which gives information about careers and the importance of career planning.

It is affirmed that a random, anonymous student selection method will be utilized in the event that more students apply for admission to the public charter school than can be accommodated under the terms of the charter.

☒ Yes

☐ No

13. Name any district personnel, 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:

None

14. Summarize the job descriptions of the school administrator(s) 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:

ADMINISTRATION RESPONSIBILITIES:

- Act as chief executive operating officer of the school and carry out the school and district missions
- Facilitate the partnership between the academy and industry leaders
- Recruit students for academy enrollment
- Select and hire/terminate faculty and staff
- Carry out the annual performance based appraisal by which each staff member will be held accountable
- Monitor the status of resources in order to fulfill the school and district missions
- Prepare an annual budget to be presented to the Siloam Springs School District Board of Education
- Ensure building maintenance and safety
- Oversee the implementation of the curriculum
- Monitor student academic achievement regularly in conjunction with the district level literacy and math specialists

Qualifications: Master's degree or equivalent certification in Educational Leadership; valid building administrator's license for high school grade levels

TEACHER RESPONSIBILITIES:

- Conduct classroom instruction
- Monitor student learning
- Work collaboratively with colleagues to plan and teach courses
- Maintain an atmosphere conducive to learning
- Analyze student data to ensure mastery of skills
- Assist with facilitating internships with business partners

Qualifications: Bachelor's degree or higher in related educational field; valid teaching license for high school grade levels; highly qualified according to NCLB and ESEA and hold a valid Arkansas teaching license

COUNSELOR RESPONSIBILITIES:

- Assist students in course and pathway selection for accurate, successful completion of graduation requirements
- Aid students in understanding, selecting, and moving forward with a college or career readiness plan
- Disseminating and clarifying graduation requirements
- Conduct structured, goal-oriented counseling sessions in response to needs of individuals or groups of students
- Refer students with problems to specialists or community agencies

Qualifications: Master's degree in Educational Counseling or equivalent; valid Arkansas teaching license for high school grade levels

15. It is affirmed that the public charter school will participate in the Arkansas Public School Computer Network, as required by state statute and by State Board of Education rule, for reporting **both education data and financial data**, including grant funds or private donations received directly by the charter school.

☒ Yes

☐ No

16. Describe the facilities to be used. Give the present use of the facility and its use for the past three years.

Applicant Response:

CASS will be located on the same campus as Siloam Springs High School. Some classroom space and

lab space will be shared between the two schools. The building is a 3 story structure that is 4 years old. It is ADA compliant and fully functional to meet all codes required by law for public facilities.

The facility will comply with all requirements for accessibility in accordance with the Americans with Disabilities Act (ADA) and Individuals with Disabilities Education Act (IDEA) and all other state and federal laws and local zoning ordinances.

☒ Yes

☐ No

If the facility does not currently meet these requirements, provide a list of items that will need to be addressed to bring the facility into compliance. Also include a statement of permissible uses for the facility from the local zoning authority, and whether there are any alcohol sales within 1,000 feet of the facility.

Applicant Response:

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

17. 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:

CASS will utilize the food services at Siloam Springs High School. The school will apply to participate in the federal National School Lunch program.

18. 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:

Parents, business leaders and community members are already a part of the steering/planning committee for CASS. They are partnering with curriculum writing and school policy development. They will also be a part of the ACSIP (school improvement) team.

CASS will host two parent nights each year to facilitate partnership with parents. One will be in English the other one will be in Spanish. This night's purpose will be to inform parents of the entire CASS program including employment opportunities for their students. Members of industry will be present to answer questions.

Parents will be a part of the CAP (career and academic planning) process, meeting with advisors each year starting in 8th grade to plan both the academic and career plans for their student.

Parents of CASS students as well as the students themselves will be asked to evaluate the program yearly utilizing a survey. This survey will be given in both English and Spanish.

Lastly, an open door policy will always be maintained by CASS administrators and teachers. Working as a team with parents is vital to the operation of any school. Parents will know more about the needs and interests of their students than anyone. Our goal will always be to remove barriers that keep parents from being involved. The district employs district interpreters who will help when needed. The Siloam Springs District International Director will be a vital part of all parent night meetings, CAP meetings, ACSIP meetings and other partnerships where international families are involved.

19. List the provisions of Title 6 of the Arkansas Code Annotated (Education Code), State Board of Education rules, and sections of 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 section number if applicable. **Provide a brief description of the rationale for each waiver requested.**

Applicant Response:

a.) Section 9.03.1 ("Language Arts") of the ADE Rules Governing the Standards for Accreditation:

"The Siloam Springs School District is required to teach Oral Communication as a separate class to its ninth (9th) grade students.

The Applicant is asking for a waiver of that requirement in order that curriculum meeting the requirements of the ADE Standard Rules, Arkansas Frameworks and all applicable rubrics may be embedded within English courses to be provided by the conversion charter school.

The Application ensures that students will receive instruction concerning the required material in the Oral Communications class meeting or exceeding all state curriculum requirements through embedding the curriculum within the students' required coursework."

b.) Section 10.01.4 ("Planned Instructional Day") of the ADE Rules Governing the Standards for Accreditation

"Due to the nature of the Academy experience as outlined in this application, the Applicant is requesting a waiver of the Planned Instructional Day requirements. The programmatic offerings of the Academy experience, while meeting all curriculum requirements, may be capable of being provided in less than thirty (30) hours per week."

c.) Section 10.02 ("Class Size and Teaching Load") of the ADE Rules Governing Standards for Accreditation and specifically subsection 10.02.5

"In order to fully implement and optimize the Academy experience, the Applicant wishes to request a waiver of the Class Size and Teaching Load requirements. The Applicant believes that the unique curriculum delivery system that will be utilized in the Academy is truly an example of the "exceptional case" worthy of a waiver under Section 10.02.5 of the Standard.

A waiver is being specifically requested for our teachers for our teachers to be able to instruct no more than 180 students, with a maximum of no more than 40 students per class, only on an as needed basis."

d.) Section 14.03 (concerning required clock hours for units of credit) of the ADE Rules Governing the Standards for Accreditation

"To allow for the teaching of simultaneous, embedded, and/or online courses within the Academy structure, and to allow for the integration of graduation credit courses with other courses as necessary, the Applicant requests a waiver of the seat time requirement.

The Applicant is not, by this request, asking for a waiver of graduation requirements. The Applicant is requesting only a waiver of the 120 clock hour requirement. In accordance with prior ADE comments on this type of waiver request, the Applicant hereby affirms that it will adhere to full curriculum alignment with Arkansas Frameworks, and will be glad to submit to the ADE and/or the Charter Authorizing Panel any additional information that may be desired."

e.) Ark. Code Ann. §§6-15-1004, 6-17-302, 6-17-309, 6-17-401, 6-17-902, and 6-17-919; Sections 15.02 and 15.03 of the ADE Rules Governing Standards for Accreditation; and the ADE Rules Governing Educator Licensure (all concerning Teacher Licensure):

"The Applicant is requesting a waiver from the above-listed statutes and rules, to the extent that it may be necessary to hire professionals in the community who possess outstanding credentials and work history in the various areas of coursework provided in the Academy, even if they do not possess a teaching license. Any individuals hired as a result of this waiver will meet all other requirements, such as Highly Qualified status if applicable, and the successful completion of criminal background and Child Maltreatment Registry checks. We see this as an enhancement to the relationship which we seek to develop with the business community as a result of the inception of the Academy. We would also intend to utilize this waiver to allow licensed English Language Arts teachers who do not possess certification in Oral Communications to be able to teach the English classes which will have the Oral Communications curriculum content embedded within them."

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

Applicant Response:

The Siloam Springs School District will continue to operate in compliance with all applicable Arkansas laws and will continue to operate in such a manner as to maintain a desegregated school district, and not impede on any school district's ability to maintain a desegregated school district. The Siloam Springs School District is not under any court orders concerning the desegregation of its schools, nor are any of its surrounding schools.

21. 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:

The Siloam Springs School District will take several steps to ensure the future success of CASS. The district will work diligently to continue a sustained partnership with local and business and industry representatives in order to sustain a curriculum that aligns with local and regional employment needs. While the initial focus of CASS will be industrial technologies, plans are to expand into the areas of health and food sciences. CASS school leaders will expand their partnership efforts to leaders in these areas in order to fully develop these programs in the future. The district will also start CASS recruiting efforts at the seventh grade level in order to adequately prepare prospective students for the charter school entrance requirements in high school.

APPENDICES

Siloam Springs School District

2014 Application

District Conversion Public Charter School

CLASSIFIEDS

ALCOHOLICS ANONYMOUS
meet at the Church on the Hill,
400 Hwy 72 SE, Gravelle, Thurs-
day, 8:00 a.m. For info, call
479-781-6586 or 479-291-4499

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Free Estimates!
No job too small-we top 'em all!
479-298-3639
479-640-5751
Member-BBB

ALCOHOLICS Anonymous Si-
loam Springs Borderline Group -
419 S. Washington. Meetings
Mon., through Sat. at 12 noon,
Mon., Wed., Fri., Sat. at 7:30
pm. Sunday at 10 am & 7:30
pm. Phone 479-878-2730 or
479-549-4092.

Alzheimer's Support Group
third Monday each month @
Dixie Ridge Living Center, 564
Stateville Rd. in West Siloam
Springs. For more info call
918-422-5138. www.alz.org

Colcord Narcotics Anonymous
meets ever Friday @ 7 p.m. at
Colcord 1st Baptist Church. For
info call 479-238-6897.

COLCORD TUESDAY night Alco-
holics Anonymous group hold
open meetings every Tuesday
evening @ 7p.m. Please use the
east door of the Colcord First
Baptist Church, 538 E. Main St.
E or in front of the Hio n c 311
918-326-4272 or 479-427-6340

Is Gambling causing problems.
Ready to stop but don't know
how? Try the Colcord Friday
Night Gamblers Anonymous
meeting every Friday at 7p.m. at
the Colcord 1st Baptist Church.
For info call 918-868-4465 or
918-326-4271

Narcotics Anonymous meet-
ings: Tuesdays at 8pm & 7pm
Wednesdays at 7pm & 8pm
2000 Dawn Hill Rd.
Siloam Springs. 479-228-4797

***Remodels**
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479-640-5751
Member-BBB

ALCOHOLICS Anonymous Si-
loam Springs Borderline Group -
419 S. Washington. Meetings
Mon., through Sat. at 12 noon,
Mon., Wed., Fri., Sat. at 7:30
pm. Sunday at 10 am & 7:30
pm. Phone 479-878-2730 or
479-549-4092.

Alzheimer's Support Group
third Monday each month @
Dixie Ridge Living Center, 564
Stateville Rd. in West Siloam
Springs. For more info call
918-422-5138. www.alz.org

Colcord Narcotics Anonymous
meets ever Friday @ 7 p.m. at
Colcord 1st Baptist Church. For
info call 479-238-6897.

COLCORD TUESDAY night Alco-
holics Anonymous group hold
open meetings every Tuesday
evening @ 7p.m. Please use the
east door of the Colcord First
Baptist Church, 538 E. Main St.
E or in front of the Hio n c 311
918-326-4272 or 479-427-6340

Is Gambling causing problems.
Ready to stop but don't know
how? Try the Colcord Friday
Night Gamblers Anonymous
meeting every Friday at 7p.m. at
the Colcord 1st Baptist Church.
For info call 918-868-4465 or
918-326-4271

Narcotics Anonymous meet-
ings: Tuesdays at 8pm & 7pm
Wednesdays at 7pm & 8pm
2000 Dawn Hill Rd.
Siloam Springs. 479-228-4797

ALCOHOLICS ANONYMOUS
meet at the Church on the Hill,
400 Hwy 72 SE, Gravelle, Thurs-
day, 8:00 a.m. For info, call
479-781-6586 or 479-291-4499

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ALCOHOLICS Anonymous Si-
loam Springs Borderline Group -
419 S. Washington. Meetings
Mon., through Sat. at 12 noon,
Mon., Wed., Fri., Sat. at 7:30
pm. Sunday at 10 am & 7:30
pm. Phone 479-878-2730 or
479-549-4092.

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Genity schools. \$600/mo.
\$500/d.p. No Pets.
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August 10, 2014

Meetings/Hearings 1230

Siloam Springs School District
Conversion Charter
Public Meetings
Public meetings to introduce the
Career Academy of Siloam
Springs (CASS) are set for 4:00
p.m. and 6:00 p.m. Tuesday,
September 2, in the Seminar
Room at Siloam Springs High
School. CASS will equip stu-
dents with the skills necessary to
secure entry-level industrial
maintenance positions in busi-
ness and industry. These public
meetings are a mandatory appli-
cation requirement for the state
charter.
Ad #2742968
August 10, 17, & 24, 2014

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beam \$1560, gable 10x12 \$2240,
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home w/hardwood floors, C/H/A
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1 car att. garage, near Walmart.
\$625/mo. \$500/dep. No pets.
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1000 sq ft, Ref. credit ck. NO
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8:00-5:00 \$12.00 an hour.
Phone call 479 571 7918

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nance in West Siloam. Qualified
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Now Hiring: Customer Service
& Support positions available.
Good MS Office skills required.
Apply in person-Bell Office Sup-
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Springs.

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8:00-5:00 \$12.00 an hour.
Phone call 479 571 7918

Delmar

CLASSIFIEDS



ANNOUNCEMENTS

Lost 110

CITY OF Gentry Animal Shelter-
If you have lost your dog or want to adopt one, please call 736-8400 or 212-0155.

IF YOU have lost your family pet be sure to check with the City Animal Shelter at 479-524-6535

Special Announcements 120

Alcoholics Anonymous- Bill W's Posse Group 617 N. Mt. Olive, Siloam Springs, AR 72761 (479-599-9861) Tuesday nights at 8:00pm-9:00pm. Park & enter in rear entrance of church

ALCOHOLICS ANONYMOUS
meet at the Church on the Hill 400 Hwy 72 SE, Caveville, TN- day 8:00 p.m. For info, call 479-787-6366 or 479-291-4499

ALCOHOLICS ANONYMOUS
Siloam Springs Borderline Group - 419 S. Washington. Meetings Mon., through Sat. at 12 noon. Mon., Wed., Fri., Sat. at 7:30 pm. Sunday at 10 am & 7:30 pm. Phone 479-876-2730 or 479-549-4092.

Alzheimer's Support Group:
third Monday each month @ 1:00 PM. Siloam Springs, AR 72761

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Complete Renovations, Raised Beds, Patios, Walkways, Retaining Walls, French Drains, Waterfalls, Sod, Deck Repair, Designs & Installations, Tree Service
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25yrs Experience!
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JOBS

General Employment 501

ACTORS AND SUPPORT PERSONNEL NEEDED
Riverside Entertainment is looking for people to work in our haunted attractions on Fri & Sat nights in Oct. These are all paid positions. To apply come to Riverside Entertainment, 17023 Chamber Springs Rd, Siloam Springs, AR August 22nd between 11am-2pm. For more info call 479-524-0014.

FRIENDSHIP COMMUNITY CARE
"Making Differences Through Quality Care"
Direct Support Professional
Friendship Community Care is seeking a caring and responsible person to assist individuals with developmental disabilities with their daily living must be able to complete required paperwork, communicate effectively, and pass background and

AAA Sales & Marketing 545
AAA is seeking **SALES PROFESSIONALS** in the Fayetteville, AR area. AAA has come to be known for service, quality and dependability that our members can count on. The position works from home and includes a company cell phone, laptop computer, and a printer. All positions require 2 years related experience, excellent customer service skills, sales ability, & a High School Diploma.
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710
Please help stop the euthanizing of round dogs of all ages & breeds at W. Siloam Springs P.D. They have been working to find

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Farms 1044
WANT TO LEASE Cattle Pasture
Or Hay Land, Paying Top Dollar, NE Oklahoma or NW Arkansas. Call Mich 479-871-9780

Meetings/Hearings 1230
AR 72761. The public hearing will be held at the City of Siloam Springs Administration Building, 400 N. Broadway St. at 4:00pm on the 9th day of September, 2014. If you have any questions or comments concerning this application, please forward your comments in writing to City of Siloam Springs Planning Department, P.O. Box 80, Siloam Springs, AR 72761 or call (479) 524-5735.
AD# 72757155
Aug 17, 2014

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-Furn Apt at Unfurn Price
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Siloam Springs School District
Conversion Charter
Public Meetings
Public meetings to introduce the Charter Academy of Siloam Springs (CASS) are set for 4:00 p.m. and 6:00 p.m., Tuesday, September 2, in the Seminar Room at Siloam Springs High School. CASS will equip students with the skills necessary to obtain secure entry-level industrial maintenance positions in business and industry. These public meetings are a mandatory signature requirement for the state charter.
Ad #72742366
August 10, 17 & 24, 2014

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All Electric w/Ch & A & appliances. To Be Moved.
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ANNOUNCEMENTS



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Landscape and landscaping, maintenance service, rotary, tilting, tree work, sprinkler repair, hauling. 479-228-3390
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Decatur, AR
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Manufactured Homes Parks 1110

Legal Notices 1201
TRAIL AVE (PHONE: 479-271-1013)
ROGERS - 1428 W. WALNUT (PHONE: 479-938-9727)
SILGAM SPRINGS - 707 S LINCOLN (PHONE: 479-238-0720)
BEGINNING TUESDAY, SEPTEMBER 9, 2014, ENDING MONDAY, SEPTEMBER 15, 2014
8:00 A.M. UNTIL 4:30 P.M.
EARLY VOTING WILL BE CONDUCTED BY ELECTRONIC TOUCH SCREEN VOTING MACHINES AND PAPER BALLOTS AT THESE LOCATIONS:
By
BOARD OF DIRECTORS OF SILGAM SPRINGS SCHOOL DISTRICT NO. 21 OF BENTON COUNTY, ARKANSAS
(S) Lonnie Thomas, Vice President
Dated: 8/14/2014
#27263241. Published August 24, 31, September 7, 10, 2014
Herald Leader

Meeting/Hearings 1230
ing to City of Siloam Springs Planning Department, P.O. Box 60, Siloam Springs, AR 72761 or call 479-932-5136.
ADP #7275865
August 31, 2014
SILGAM SPRINGS
School District Convention
Charter Public Meetings
Public meetings to introduce the Charter Academy of Siloam Springs (CASS) are set for 4:30 p.m. and 6:00 p.m. Tuesday, September 2, in the Sammar Room at Siloam Springs High School. CASS will equip students with the skills necessary to secure entry-level industrial maintenance positions in business and industry. These public meetings are a mandatory application requirement for the state charter.
Ad #7274677 August 31, 2014
Herald Leader

Lost 110

CITY OF Gentry Animal Shelter
If you have lost your dog or want to adopt one, please call 736-8400 or 212-0155.

IF YOU have lost your family pet be sure to check with the City Animal Shelter at 479-924-6535

Special Announcements 120

Alcoholics Anonymous - 381
W's Passa Group, 617 N. M. Olive Siloam Springs, AR 72761
C10's and A.A.M. e 1119 (479-980-9861) Tuesday nights at 8:00pm-9:00pm, Park & Enter in the entrance of church

ALCOHOLICS ANONYMOUS
meet at the Church on the Hill, 400 Hwy 72 SE, Grapeland, Thursday 8:00 p.m. For info, call 479-767-6366 or 479-231-4999

ALCOHOLICS Anonymous Siloam Springs
Bentley Group - 479 S. Washington, Meetings Mon. through Sat. at 12 noon; Mon., Wed., Fri., Sat. at 7:30 pm, Sunday at 10 am & 7:30 pm. Phone 479-873-2730 or 479-549-4082.

Alzheimer's Support Group:
third Monday each month @ Quail Ridge Living Center, 564 Starline Rd. in West Siloam Springs. For more info call 918-422-5138. www.alz.org

Colcord Narcotics Anonymous
meets every Friday @ 7p.m. at Colcord 1st Baptist Church. For info call 479-238-6897.

COLCORD TUESDAY night Alcoholics Anonymous
group hold open meetings every Tuesday evening @ 7p.m. Please use the east door of the Colcord First Baptist Church, 538 E. Main St. For information call 918-326-6272 or 479-427-6340

Is Gambling causing problems?
Ready to stop but don't know how? Try the Colcord Friday Night Gamblers Anonymous meeting every Friday at 7pm. at the Colcord 1st Baptist Church. For info call 918-368-4465 or

Storage Buildings
*Fence Repair
*Remodels
*Screened Porches
www.rwconstruction.com
479-903-6157



AUTOS
Immediate work available for UTILITY FOREMAN, understand elevation and grade steel for sewer, water and storm drain. Can set elevations for inlets and lay out line also work available for pipe layers and laborers experienced in sewer, water and storm drain construction.

BUY/SELL/TRADE
Nursing 538

SEWING HOME
Alterations, hemming, dresses, skirts, curtains, etc. 2037 S. Mt. Olive, Starline Rd. in West Siloam Springs. 479-524-0497
Dale Brandon

Tree Service 1402
STUMPY'S TREE SERVICE
Stump grinding
Insurance, Tree Removals
Glenn T. Smith
479-236-2241 479-903-7264

Construction 517
Immediate work available for UTILITY FOREMAN, understand elevation and grade steel for sewer, water and storm drain. Can set elevations for inlets and lay out line also work available for pipe layers and laborers experienced in sewer, water and storm drain construction.

General Employment 501
Earn \$800-\$1200 per month by delivering the Arkansas Democrat Gazette. Routes are open in Benton County in the SILGAM SPRINGS, BENTONVILLE, ROGERS, BELLA VISTA & GENTRY areas. This is an excellent part time opportunity for people who enjoy working for themselves and controlling their own destiny. We are looking for prospects that are able to deliver early morning hours, have reliable transportation, possess a good driving record, valid social security card, and valid vehicle insurance in their name. Routes only take a few hours to deliver. For more information, please call at (866) 927-5201 or go online at www.mccartney.com/driver. Full time position available in Siloam Springs working with Special Needs Individual. Outcomes Inc. 479-756-0155 4501 S. Thompson, Springfield 72764

General Employment 501
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PETS & LIVESTOCK

AC PURCHASED GERMAN SHEPHERD PUPPY
7 months old
w/ pupper & breeding rights \$400
479-238-9430

DOG
AC PURCHASED GERMAN SHEPHERD PUPPY
7 months old
w/ pupper & breeding rights \$400
479-238-9430

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7 months old
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479-238-9430

DUPLEXES/ SILOAM

3BR 2 BA Duplex
1 car garage, large living room, kitchen, full bath, wood floors, central air, no pets. Rent \$600 monthly.
479-236-3503

3BR 2 BA Duplex
1 car garage, large living room, kitchen, full bath, wood floors, central air, no pets. Rent \$600 monthly.
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LEGAL NOTICES

NOTICE OF ANNUAL SCHOOL ELECTION AND POLLING SITES
IN SILGAM SPRINGS SCHOOL DISTRICT NO. 21
BENTON COUNTY, ARKANSAS
Notice is hereby given in accordance with the requirements of Ark. Code Ann. §6-14-109, that the Annual School Election in the above named school district will be held on Tuesday, September 16, 2014, for the following purposes:
- To elect one (1) member to the Board of Directors, Zone 1, for a term of five years.
- Siloam Springs School District No. 21 has no change in the local millage rate.
Notice is further given that a special meeting of the Board of Directors of the Siloam Springs

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BUY • SELL • TRADE

Nursing 538

Nursing 538

Nursing 538

Nursing 538

Nursing 538

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BUY • SELL • TRADE

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VFW fundraiser

The Veterans of Foreign Wars Post 1674 in Siloam Springs will host a fundraiser for the construction of the Fallen Soldiers Memorial.

The fundraiser is an all-day event, which will be held Sept. 6 at the corner of Holly and Jefferson Streets.

Event activities will include a car and bike show, dunk booth, vendors and a musical comedy show by The George Brothers of Eureka Springs.

The comedy show will be held at the Burton Elliot Fine Arts Building at 7 p.m.

District to host meetings Tuesday regarding new charter school

From Staff Reports

Siloam Springs School

District will hold two public meetings on Tuesday to discuss opening a new charter school inside the high school.

The meetings will be held at 4 p.m. and 6 p.m. in the seminar room at Siloam Springs High School

to present the proposal for the Career Academy School of Siloam Springs to the public.

The conversion charter school would be located inside Siloam Springs High School and would offer a vocational program, centered around industrial technology and industrial maintenance. It would teach topics such

as industrial maintenance, welding, hydraulics and electronics.

"We hope to provide career opportunities to students in Siloam Springs and in the surrounding areas," assistant superintendent Jody Wiggins said.

State law allows the Arkansas Department of Education to approve two

types of charter schools — conversion and open enrollment.

A conversion charter school is a public school converted to a public charter school. It can only draw students from inside the school district's boundaries. Conversion charter schools allow districts more freedom to try innovative ideas.

50th Work Anniversary

Community Physicians Group and the Siloam Springs Medical Center would like to invite area residents to help Tommy Strassheim celebrate her 50th work anniversary at a come and go reception. It will be held from 5:30 to 7:30 p.m., Thursday at the Arvest community room located at the intersection of Holly Street and U.S. Highway 412.

CAMPEDON

sion, Mayor John Turner versus how the new board of what he and the Department, as well as wastewater superinten-

AFFIDAVIT OF PUBLICATION

I Gail A. Emerson, solemnly swear that I am Advertising Clerk for the Northwest Arkansas Newspapers, LLC, and I do solemnly swear that the attached advertisement was published in the following weekly paper(s):

☐ McDonald County Press
☐ Washington County Enterprise
☐ Bella Vista Weekly Vista
☐ The Times of NE Benton County (Pea Ridge)
☒ Siloam Springs Herald Leader
☒ Siloam Sunday (Section of the NWADG)
☐ Westside Eagle Observer
☐ La Prensa Libre

of general and bona fide circulation in Benton County, Arkansas

Siloam Springs Schools Conversion Charter

Ad # 72742968

72774677

August 10, 17 & 24, 2014

Dates of Publication: August 31, 2014

Charges: \$83.14 \$27.36

[Signature]
(signature)

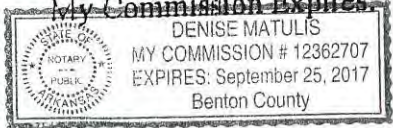
Sworn to and subscribed before me

This 4th day of September, 2014.

[Signature]

Notary Public

My Commission Expires:



****NOTE** Please do not pay from Affidavit.
Invoice will be sent**

Siloam Springs School District
Conversion Charter
Public Meetings
Public meetings to introduce the
Career Academy of Siloam
Springs (CASS) are set for 4:00
p.m. and 6:00 p.m. Tuesday,
September 2, in the Seminar
Room at Siloam Springs High
School. CASS will equip stu-
dents with the skills necessary to
secure entry-level industrial
maintenance positions in busi-
ness and industry. These public
meetings are a mandatory appli-
cation requirement for the state
charter.
Ad #72742968
August 10, 17, & 24, 2014

Show activity for **Me** ▼

Activity Summary

7 Days | Month | Year

Broadcasts
1
1 Languages
1 Senders

Content Mix

Top Types
1 General

Top Senders
1 Kevin Snively

BROADCAST TEMPLATES
[+ New Template](#)

Need Help?
Visit the [help section](#), send an email to support, or call (800) 920-3897. Also be sure to give us feedback about the new version.

Broadcasts

Completed

Sent On	Author	Subject	Rcpt	Content
Mon 9/1/14	Kevin Snively	CASS public meeting	4177	
Wed 9/21/14	Kevin Snively	James Night 2014	1222	
Fri 3/7/14	Kevin Snively	ACT preparation course	1243	
Wed 2/19/14	Kevin Snively	P/T Cont. (2/20 and 2/25/14)	1266	
Wed 1/15/14	Kevin Snively	Final Exams Fall 2013-14	1257	

[Show More](#)

Logged in as Kevin Snively (kevin.snively)
Remote phone access # (855) 783-5224
Current system time is September 8th, 2014 02:31 pm (US/Central)

Service & Support: support@SchoolMessenger.com | (800) 920-3897
Use of this system is subject to the [Privacy Policy](#) and [Terms of Service](#).
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Summary

Broadcast Summary	Broadcast Name	Broadcast Type	Submitted By	Scheduled Date	Scheduled Time	First Pass	Status	Recipients	# of Phones	# of Emails
CASS public meeting	General	Kevin Snively	Sep 1, 2014 - Sep 1, 2014	4:00 pm - 9:00 pm	9/1/14	Complete	4177	4245	1136	

Totals

From	# of Emails	Completed	Pending	Duplicates Removed	No Email	No Email Selected	% Contacted
From	1136	1022	0	42	212	12	100.00%

From	# of SMS	Completed	Pending	Blocked	Duplicates Removed	No SMS	No SMS Selected	% Contacted
From	158	150	0	3	42	1407	11	100.00%

From	# of Phones	Completed	Pending	Blocked	Duplicates Removed	No Phone P	No Phone Selected	Total Address	% Contacted
From	4245	4245	0	0	1813	1	21	4245	100.00%


Phone Breakdown

Phone Breakdown	Count
Completed	1294
Blocked	951
Not Selected	4
Not Selected	29
Not Selected	141
Not Selected	130
Not Selected	0
Not Selected	0
Not Selected	1413
Not Selected	1
No Phone Selected	21
Total	4245

Siloam Springs School District x

www.siloamschools.com

District Home Login SSO Help Search



Siloam Springs School District

CHANGING LIVES THROUGH EDUCATIONAL EXCELLENCE

Schools

- 2014-2015 Back to School Information
- School Configuration for the 2014-2015 School Year
- Northside Elementary
- Delbert "Pete" and Pat Allen Elementary
- Southside Elementary
- Siloam Springs Intermediate School
- Siloam Springs Middle School
- Siloam Springs High School
- Main Street Academy

Administration

District Announcement

Parents and Students:

Please note Open House Times posted on the 2014-2015 Back To School Information tab on the menu left or through [this link](#).

Parents of New Students: [Click here](#) to access all forms needed for new student enrollment.

Siloam Springs School District Conversion Charter Public Meeting

Public meetings to introduce the Career Academy of Siloam Springs (CASS) are set for 4:00 p.m. and 6:00 p.m. Tuesday, September 2, in the High School Seminar Room. CASS will equip students with the skills necessary to secure entry-level industrial maintenance positions in business and industry. These public meetings are a requirement for the state charter.

Select Language

Upcoming Events

Saturday, August 09, 2014
[View Monthly Calendar](#)

Start

7:52 PM

Career Academy of Siloam Springs (CASS) Public Meeting

September 2, 2014

4:00 p.m.



Printed Name	Signature	E-Mail Address
Lanna Hardy	Lanna Hardy	
Michelle Markover	Michelle Markover	
Devin Valdez	Devin Valdez	
Camara Silcox	Camara Silcox	
MARTY Krug	Marty Krug	
Chuck Hyda	Chuck Hyda	
Doris Henderson	Doris Henderson	
Jamille Jesser	Jamille Jesser	
Sheryl Braun	Sheryl Braun	
Enka Siskar	Enka Siskar	
Gustavo Siskar	Gustavo Siskar	
Steven Bishop	Steven Bishop	
Meghan Kenney	Meghan Kenney	
Wayne Mays	Wayne Mays	
Bary Comiskey	Bary Comiskey	
Kourtnee Holland	Kourtnee Holland	
TIFFANY NERST	TIFFANY NERST	
John Robinson	John Robinson	
Scott Jones	Scott Jones	
Krystal Wheat	Krystal Wheat	
Kidora Couch	Kidora Couch	
BARRY HARDIN	BARRY HARDIN	
Tim Hornbuckle	Tim Hornbuckle	
Terrie Price	Terrie Price	
JOE WAGGINS	JOE WAGGINS	

Career Academy of Siloam Springs (CASS) Public Meeting

September 2, 2014

4:00 p.m.



Printed Name	Signature	E-Mail Address
Kelly Svebek	Kelly Svebek	
Gail Ramsey	Gail Ramsey	
Connie Matchell	Connie Matchell	
Mike Valdez	Mike Valdez	
Jim Ramsey	Jim Ramsey	
Karl B. Mowen	Karl B. Mowen	
Debra Mattingly	Debra Mattingly	
Ben Holland	Ben Holland	
Nicholas Davis	Nick Davis	
Kathryn Herron	Kathryn Herron	
Patrick Dowdy	Patrick Dowdy	
Tared Drake	Tared Drake	
Louie Thomas	Louie Thomas	
Ivyonne Garrison	Ivyonne Garrison	
Melissa McCarver	Melissa McCarver	
Sena Knudsen	Sena Knudsen	
KEVIN SNAVELT	Kevin Snavelt	
Marcia Livesay	Marcia Livesay	
Stephen Rami	Stephen Rami	
Chris Confer	Chris Confer	
Lisa Hotsepiller	Lisa Hotsepiller	

4:00 p.m.

[illegible]

Career Academy of Siloam Springs (CASS) Public Meeting

September 2, 2014

6:00 p.m.



Printed Name	Signature	E-Mail Address
Ken Ramey	Ken Ramey	
David Moore	David Moore	
Jody Wiggins	Jody Wiggins	
Jerrie Price	Jerrie Price	
Kristi Wiggins	Kristi Wiggins	
All Lemke	All Lemke	
Johnny Botts	Johnny Botts	
Lisa Hotzsch	Lisa Hotzsch	
Lesa Eaves	Lesa Eaves	
Kelly Swebel	Kelly Swebel	
Paul Stambaugh	Paul Stambaugh	
Debra Robison	Debra Robison	
Glynda Robison	Glynda Robison	
Bill O'Hare	Bill O'Hare	
Sherrell Davis	Sherrell Davis	
Linda Carter	Linda Carter	
Brian Lamb	Brian Lamb	

September 2, 2014

[illegible]



August 27, 2014

Mr. Ken Ramey, Superintendent
Siloam Springs School District
847 S. Dogwood
Siloam Springs, AR 72761

Mr. Ramey,

Please accept this letter of support for the Siloam Springs School District's proposal to establish a career and technical academy. I strongly support this project and believe this program will provide the district the opportunity to improve overall student achievement by providing our students the knowledge and skills that are necessary to successfully compete in today's job market.

The community of Siloam Springs is committed to providing our students with quality academic programs that will prepare them for the future. The career academy is a unique opportunity that brings the business community together with the school to work hand in hand to train and develop a workforce capable of meeting their demands for quality employees. In considering the needs of our students, it is important to recognize that not every student has the same career path in mind. We must be mindful of the diversity of our student body and provide those students with career ambitions in industry, a pathway to meet their goals in a way that creates a viable way to make a living. We must do this by training them in the specialized skills needed in our regional manufacturing sector. I believe this is what Career Academy of Siloam Springs will do.

If I can be of further assistance, please do not hesitate to contact me.

Yours truly,



John Mark Turner
Mayor



Mr. Ken Ramey, Superintendent
Siloam Springs School District
847 South Dogwood
Siloam Springs, AR 72761

Dear Mr. Ramey,

Northwest Arkansas Community College (NWACC) is excited at the opportunity to partner with the Siloam Springs School District in the creation of the Career Academy of Siloam Springs (CASS). I believe NWACC's offerings in heating, ventilation and air conditioning align with your goal of preparing students for successful employment in industrial maintenance both locally and regionally.

NWACC is committed to helping provide any assistance as needed in order to make this program a success.

Sincerely,

Keith Peterson
Dean of Workforce Development



August 25, 2014

Mr. Ken Ramey, Superintendent of Schools

Siloam Springs School District

847 Dogwood

Siloam Springs, AR 72761

Mr. Ramey:

Thank you sincerely for making our Siloam Springs Chamber of Commerce a part of your planning and decision-making in regards to CASS, the new career academy. We have a long tradition of partnership between the Chamber and our schools and this is just one more example of that. We agree with the recognition that each student is different and unique in his or her educational needs. That recognition is very valuable to your school district, and CASS is another way that the Siloam Springs School District is meeting the different needs of our students.

Most exciting about CASS is that it will be beneficial to our community as well. I have attended several of the exploratory and organizational meetings with industry and school district representatives and have seen that our industries are making it clear that they need skilled labor in the area of maintenance; you have responded to that call with a pathway to train our students to become that skilled labor.

It is clear that a trained, or trainable, workforce with strong basic skills is a critical need in our local, state, and national economies. This program will address that need inside our local school, and equip our SSHS graduates to make better decisions about their future careers.

We stand ready to help, so don't hesitate to contact me or Meghan Kenney (SSHS and JBU graduate), our Director of Economic Development, at 524-6466.

Sincerely,

O. Wayne Mays, President and CEO



STATE OF ARKANSAS

House of Representatives

REPRESENTATIVE

Jonathan Barnett
1980 Highway 412 West
Siloam Springs, AR 72761-3805

479-524-6254 Business
479-524-9440 Residence
479-524-3222 FAX
jonathan.barnett@arkansashouse.org

DISTRICT 87

Counties:
Part Benton
Part Washington

COMMITTEES:

Chairperson,
Public Transportation

Insurance and Commerce
Utilities Subcommittee

Joint Budget

August 14, 2014

Mr. Ken Ramey, Superintendent
Siloam Springs School District
847 S Dogwood
Siloam Springs, AR 72761

Mr. Ramey:

Please accept this letter of support for the Siloam Springs School District's proposal for establishing a career and technical academy. I strongly support this project and believe that this program will provide the district the opportunity to improve overall student achievement by providing our students the knowledge and skills that are necessary to successfully compete in today's job market.

The community of Siloam Springs is committed to providing our students with quality academic programs that will prepare them for the future. In considering the needs of our students it is important to recognize the not every student has the same career path in mind. We must be mindful of the diversity of our student body and provide those students with career ambitions in industry a pathway to meet their goals in a way that creates a viable way to make a living. We must do this by training them in the specialized skills needed in our regional manufacturing sector. I believe this is what Career Academy of Siloam Springs will do.

If there is any way that I can help, please do not hesitate to contact me.

Sincerely,

Jonathan Barnett
State Representative

In addition to the previous four letters, letters of support for the Career Academy of Siloam Springs (CASS) have also been received from the following individuals:

Mr. Tex Ballenger, Maintenance Manager, Baldor Electric, Westville, Oklahoma

Mr. James Barnett, President, DaySpring, Siloam Springs, Arkansas

Mr. John Brown, Executive Director, Windgate Charitable Foundation, Siloam Springs, Arkansas

Ms. Tammie Murray, Teacher and Parent, Siloam Springs, Arkansas

Ms. Carole Shaver, WIA Employment/Training Advisor, Arkansas Workforce Center, Siloam Springs, Arkansas

Mr. Mark Simmons, Chairman, Simmons, Siloam Springs, Arkansas

This is a copy of our current 2014-2015 school calendar. We anticipate a calendar very similar to this for the 2015-2016 school year. The Siloam Springs School District Board of Education adopts the school calendar for the upcoming school year in March. Please accept this as a tentative plan and we will amend as soon as our school board adopts the 2015-2016 school calendar.

Siloam Springs High School

2014-2015 Year-at-a-Glance

July 2014						
Su	M	Tu	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

August 2014						
Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

September 2014						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

October 2014						
Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

November 2014						
Su	M	Tu	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

December 2014						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

January 2015						
Su	M	Tu	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

February 2015						
Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

March 2015						
Su	M	Tu	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

April 2015						
Su	M	Tu	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

May 2015						
Su	M	Tu	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

June 2015						
Su	M	Tu	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				



Faculty Meeting (3:20-4:20pm)



Teacher in-Service Day (no school for students)



PLC (3:20-4:20pm)



First and Last Day of School



Dept. Meeting (3:20-4:20pm)



Holiday



A/B DAY SCHEDULE

First Lunch			Second Lunch		
A	B		A	B	
0 Hour		7:00 - 7:55 (55)	0 Hour		7:00 - 7:55 (55)
1st	2nd	8:05 - 9:30 (85)	1st	2nd	8:05 - 9:30 (85)
Encore		9:35 - 10:00 (25)	Encore		9:35 - 10:00 (25)
3rd	4th	10:05 - 11:30 (85)	3rd	4th	10:05 - 11:30 (85)
Lunch		11:35 - 12:05 (30)	5th	6th	11:35 - 12:05 (30)
5th	6th	12:10 - 1:40 (90)	Lunch		12:10 - 12:40 (30)
7th	8th	1:45 - 3:10 (85)	5th	6th	12:45 - 1:40 (55)
			7th	8th	1:45 - 3:10 (85)

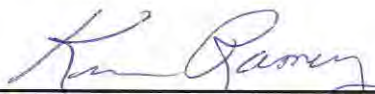
2015-2016 Siloam Springs High School Schedule

**2014 APPLICATION
DISTRICT CONVERSION PUBLIC CHARTER SCHOOL
STATEMENT OF ASSURANCES**

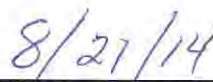
The signature of the superintendent of the school district proposing the public charter school certifies that the following statements are and will be addressed through policies adopted by the public charter school; and, if the application is approved, the local board, administration, and staff of the district conversion public charter school shall abide by them:

1. The information submitted in this application is true to the best of my knowledge and belief.
2. The district conversion 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.
3. In accordance with federal and state laws, the district conversion 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.
4. Any educator employed by a school district before the effective date of a charter for a district conversion public charter school operated at a school district facility shall not be transferred to or employed by the public charter school over the educator's objection.
5. The district conversion 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 district conversion 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 any other qualified employee of the school district is covered.
7. The district conversion 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.


8. The employees and volunteers of the district conversion public charter school are held immune from liability to the same extent as other school district employees and volunteers under applicable state laws.
9. The district conversion public charter school shall be reviewed for its potential impact on the efforts of a public school district to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.
10. The applicant confirms the understanding that certain provisions of state law shall not be waived. The district conversion 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
 - (g) Health and safety codes as established by the State Board of Education and local governmental entities.
11. 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.



Signature of Superintendent of School District



Date



Printed Name

2013 ESEA Information

Career Academy of Siloam Springs

Siloam Springs School District

District:SILOAM SPRINGS SCHOOL DISTRICT	Superintendent:KENDALL RAMEY
School:SILOAM SPRINGS SCHOOL DISTRICT	Principal:
LEA:0406000	Grades:K-12
Address:P. O. BOX 798	Enrollment:3959
SILOAM SPRINGS, AR 72761	Attendance (3 QTR AVG):95.65
Phone:479-524-3191	Poverty Rate:56.05

OVERALL SCHOOL STATUS: **NEEDS IMPROVEMENT**

PERCENT TESTED

PERCENT TESTED STATUS: ACHIEVING						
	LITERACY			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	2121	2133	99.44	2195	2207	99.46
Targeted Achievement Gap Group	1307	1316	99.32	1403	1410	99.50
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	17	17	100.00	17	18	94.44
Hispanic	399	403	99.01	336	337	99.70
White	1349	1355	99.56	1367	1376	99.35
Economically Disadvantaged	1226	1233	99.43	1321	1326	99.62
English Language Learners	398	404	98.51	419	420	99.76
Students with Disabilities	217	218	99.54	228	230	99.13

STUDENT PERFORMANCE -- LITERACY

LITERACY STATUS: ACHIEVING										
	STATUS PERFORMANCE -- LITERACY					GROWTH PERFORMANCE -- LITERACY				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	1684	2020	83.37	79.66	91.00	1106	1309	84.49	82.59	93.00
Targeted Achievement Gap Group	917	1218	75.29	70.28	91.00	617	790	78.10	74.47	93.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	4791	5963	80.35	79.66	91.00	3353	4005	83.72	82.59	93.00
Targeted Achievement Gap Group	2516	3534	71.19	70.28	91.00	1809	2370	76.33	74.47	93.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American	11	16	68.75	83.33		8	10	80.00		93.06
Hispanic	294	397	74.06	70.25		216	283	76.33		75.92
White	1117	1288	86.72	83.15		734	836	87.80		85.51
Economically Disadvantaged	874	1140	76.67	70.95		588	741	79.35		75.43
English Language Learners	281	386	72.80	68.13		198	272	72.79		74.58
Students with Disabilities	69	205	33.66	39.15		54	115	46.96		44.01

STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS: NEEDS IMPROVEMENT										
	STATUS PERFORMANCE -- MATHEMATICS					GROWTH PERFORMANCE -- MATHEMATICS				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	1672	2079	80.42	86.38	92.00	934	1308	71.41	82.40	81.00
Targeted Achievement Gap Group	937	1303	71.91	79.76	92.00	480	789	60.84	75.55	81.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	5580	6702	83.26	86.38	92.00	3067	4010	76.48	82.40	81.00
Targeted Achievement Gap Group	3018	3999	75.47	79.76	92.00	1606	2375	67.62	75.55	81.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American	12	15	80.00	83.33		8	10	80.00		86.11
Hispanic	227	331	68.58	78.05		171	283	60.42		73.58
White	1031	1229	83.89	89.38		627	835	75.09		85.41
Economically Disadvantaged	888	1223	72.61	79.80		456	740	61.62		75.67
English Language Learners	261	403	64.76	76.43		150	272	55.15		73.78
Students with Disabilities	106	216	49.07	62.23		45	115	39.13		55.43

2012 SCHOOL GRADUATION RATE

GRADUATION RATE STATUS: NEEDS IMPROVEMENT					
	2012 SCHOOL GRADUATION RATE				
ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	90TH PCTL
All Students	230	261	88.12	88.33	94.00
Targeted Achievement Gap Group	111	131	84.73	81.83	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	90TH PCTL
All Students	757	863	87.72	88.33	94.00
Targeted Achievement Gap Group	341	411	82.97	81.83	94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	
African American				64.28	
Hispanic	44	54	81.48	83.58	
White	161	179	89.94	91.12	
Economically Disadvantaged	102	119	85.71	81.73	
English Language Learners	29	38	76.32	86.11	
Students with Disabilities	18	20	90.00	85.63	

District:SILOAM SPRINGS SCHOOL DISTRICT	Superintendent:KENDALL RAMEY
School:SILOAM SPRINGS HIGH SCHOOL	Principal:CHARLES ABERNATHY
LEA:0406050	Grades:09-12
Address:700 N PROGRESS AVE	Enrollment:1223
SILOAM SPRINGS, AR 72761	Attendance (3 QTR AVG):95.11
Phone:479-524-5134	Poverty Rate:46.77

OVERALL SCHOOL STATUS: **NEEDS IMPROVEMENT**

PERCENT TESTED

PERCENT TESTED STATUS: ACHIEVING						
	LITERACY			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	299	299	100.00	369	373	98.93
Targeted Achievement Gap Group	154	154	100.00	246	248	99.19
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American						
Hispanic	68	68	100.00			
White	202	202	100.00	221	223	99.10
Economically Disadvantaged	140	140	100.00	232	233	99.57
English Language Learners	46	46	100.00	62	62	100.00
Students with Disabilities	20	20	100.00	31	32	96.88

STUDENT PERFORMANCE -- LITERACY

LITERACY STATUS: ACHIEVING					
	STATUS PERFORMANCE -- LITERACY				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	244	291	83.85	76.69	91.00
Targeted Achievement Gap Group	105	147	71.43	61.93	91.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	584	777	75.16	76.69	91.00
Targeted Achievement Gap Group	230	384	59.90	61.93	91.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO	
African American				100.00	
Hispanic	44	67	65.67	52.62	
White	175	197	88.83	83.54	
Economically Disadvantaged	97	134	72.39	62.97	
English Language Learners	27	45	60.00	35.90	
Students with Disabilities	7	18	38.89	32.54	

STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS: NEEDS IMPROVEMENT					
	STATUS PERFORMANCE -- MATHEMATICS				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	255	350	72.86	88.51	92.00
Targeted Achievement Gap Group	148	232	63.79	83.65	92.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	1137	1374	82.75	88.51	92.00
Targeted Achievement Gap Group	616	811	75.96	83.65	92.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO	
African American				58.33	
Hispanic				80.03	
White	166	208	79.81	90.57	
Economically Disadvantaged	139	218	63.76	83.26	
English Language Learners	26	61	42.62	79.43	
Students with Disabilities	21	29	72.41	90.48	

2012 SCHOOL GRADUATION RATE

GRADUATION RATE STATUS: NEEDS IMPROVEMENT					
	2012 SCHOOL GRADUATION RATE				
ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	90TH PCTL
All Students	230	261	88.12	88.33	94.00
Targeted Achievement Gap Group	111	131	84.73	81.83	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	90TH PCTL
All Students	757	863	87.72	88.33	94.00
Targeted Achievement Gap Group	341	411	82.97	81.83	94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	
African American				64.28	
Hispanic	44	54	81.48	83.58	
White	161	179	89.94	91.12	
Economically Disadvantaged	102	119	85.71	81.73	
English Language Learners	29	38	76.32	86.11	
Students with Disabilities	18	20	90.00	85.63	

Notice of Charter Authorizing Panel Decision

Farmington Career Academies

Farmington School District



ARKANSAS DEPARTMENT OF EDUCATION

November 20, 2014

Tony Wood
Commissioner

**State Board
of Education**

Sam Ledbetter
*Little Rock
Chair*

Toyce Newton
*Crossett
Vice Chair*

Dr. Jay Barth
Little Rock

Joe Black
Newport

Kim Davis
Fayetteville

Alice Mahony
El Dorado

Mireya Reith
Fayetteville

Vicki Saviers
Little Rock

Diane Zook
Melbourne

Mr. Clayton Williams
278 West Main Street
Farmington, Arkansas 72730

RE: Notice of Charter Authorizing Panel Decision
Farmington Career Academies

Dear Mr. Williams:

On November 19, 2014, the Charter Authorizing Panel met and approved the application for Farmington Career Academies. 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 Tuesday, November 25, 2014**, in order for the request to be included in the State Board of Education agenda materials for the meeting on December 11, 2014. 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 November 13, and, at that time, the board will determine whether or not to review the panel's decision. If the State Board decides to review the panel's decision, the review will take place at a later meeting.

Let me know if you have any questions. I can be reached by phone at (501) 682-4240 or by email at cindy.hogue@arkansas.gov.

Sincerely,

Cindy Hogue, Director
Office of Educational Options

C: Mr. Bryan Law, Superintendent, Farmington School District

**Additional Materials
Distributed at the
Hearing Including
Documentation of Public
Meeting Requirement
Compliance**

Farmington Career Academies

Farmington School District

FARMINGTON CAREER ACADEMIES



Farmington Career Academies
Extra Documentation
November 19th, 2014

Executive Summary

The Farmington School District is seeking approval to launch a conversion charter school known as the Farmington Career Academies. This school will exist in the current facilities of Farmington High School and then, upon completion of its new facilities, will be located as a 10th-12th grade campus within the district. The wall-to-wall academy model will be implemented in which students can choose to participate in one of three academies: PRIME Academy, CORE Academy, or ACE Academy.

Also included within this additional documentation packet is a chart of NWA Employment by Training, which details the level of education for jobs in Northwest Arkansas; a graph that ranks the soft skills that employers value; and a proposed timeline of implementation of the Farmington Career Academies.



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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 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, called by the school board, which was held for the purposes of assessing support for the establishment of this public charter school. Provide copies of supporting evidence.

A public hearing was held on November 17th, 2014, at the Farmington Public Schools Board Room in order to discuss the conversion charter process and proposal. This meeting was held to correct the deficiencies of the public hearing that was previously held on August 25th, 2014. The meeting was publicized on October 22nd, October 29th, November 5th, and November 12th in the "What's Happening" section of the *Washington County Enterprise Leader* newspaper (see pages four and five). The meeting agenda can be found on page six.

The meeting was conducted by Bryan Law the Farmington Public School District Superintendent. The conversion charter presentation was made by the High School Assistant Principal Clayton Williams. This presentation discussed the needs, reasoning for the conversion charter process, and the proposed career academy structure model. Additional information was provided by the proposed Academy leaders: Michael Mason, Pamela House, and Stefanie Earnheart. Each of these leaders provided a summary of an exploratory team that attended the 2014 National Career Academy Conference in Arlington, Virginia.

The initial meeting (August 25th) received popular support for the proposal and was followed up with a video narrative of the presentation that was posted to the school website for community members that were not able to attend the meeting. The presentation on November 17th was once again received well and no one spoke out in opposition to the Charter School proposal process in either of the meetings.

Public Hearing Notice Announcements

Wednesday, Oct. 22, 2014

What's Happening

FARMINGTON Special Presentation

There will be a special presentation to report and discuss the Conversion Charter Application and Career Academies at the Farmington School Board Meeting at 6 p.m. on Nov. 17 in the FPS board room. The public is invited to attend.

Freshman Academy

Farmington Freshman Academy will host a Parents Night, 6 p.m., Thursday, Oct. 23, in the High School Media Center.

Report to Public

Supt. Bryan Law will give the Annual Report to the Public on Monday, Oct. 27 at 6 p.m. in the administration board room.

PRAIRIE GROVE Church Celebration

Prairie Oaks Baptist Church, 402 Viney Grove, in Prairie Grove, will hold its 30th Founder's Day Celebration and a Fall Festival starting at 4 p.m. on Nov. 1 with history of the church, singing, chili cook-off, s'mores and more.

Early Voting

Early voting for the Nov. 4 General Election is available in Prairie Grove through Sat., Oct. 25 at Prairie Grove City Hall Annex (next to the new Courtroom and Police Department). People may vote from 8 a.m. to 6 p.m. Monday through Friday each weekday and 10 a.m. to 4 p.m., Saturday, Oct. 25. Voting will be conducted by touch screen machines. No paper

GOALS: I

CONTINUED FROM PAGE 1A

Spindler stated on the profile form for local candidates she is running for mayor because she wants to ensure the city is kept clean and orderly, with opportunities for citizens to experience a good quality of life and enjoy good health.

"I want to listen to citizens, staff and businesses and department heads in order to receive input," Spindler wrote.

Washington County Enterprise-Leader (Wednesday, October 22nd, 2014)

88 Enterprise Leader

Wednesday, Oct. 29, 2014

NEWS

What's Happening

FARMINGTON Special Presentation

There will be a special presentation to report and discuss the Conversion Charter Application and Career Academies at the Farmington School Board Meeting at 6 p.m. on Nov. 17 in the board room. The public is invited to attend.

Veterans Day Program

Farmington High will sponsor a Veterans Day assembly at 9:30 a.m., Saturday, Nov. 15, in the high school gym. The



Washington County Enterprise-Leader (Wednesday, October 29th, 2014)

"50% May Go to College But 100% Will Enter a Career...Your Career Starts Here"



Washington County Enterprise-Leader (Wednesday, November 5th, 2014)



Washington County Enterprise-Leader (Wednesday, November 12th, 2014)

Public Hearing Agenda

Regular Meeting
BOARD OF EDUCATION
Farmington Public Schools
Date: 11/17/14

- I. Call To Order And Opening Prayer
- II. Welcome to Visitors and Guests
- III. Verification Of Quorum
- IV. Consent Agenda
 - A. Minutes Of Previous Meetings
 - B. Inter-District Transfer Requests Which Meet Policy Requirements
 - C. Request For Use Of School Facilities
 - D. Out-Of-State and Overnight Trip Requests
 - E. Monthly Financial Statements
- V. Recommendations And Reports
 - A. Charter Conversion Public Hearing—Clayton Williams
 - B. Second Chance Program—Bob Echols
 - C. Report on ACSIP Plan—Terri Strobe
 - D. Policy Approval
 - E. Vehicle Purchase Approval
 - F. Hight-Jackson/East Harding
 - G. Additional Agenda Items
- VI. Personnel
- VII. Adjournment

Sample Student Academic Plan (Health Science Pathway)

Smart-Core

Plans to attend a 2-Year College

Career Cluster: Health Science

9th Grade (1st Semester)

English 9
Algebra I
Physical Science
Civics
Principals of Biomedical Science
Health
Introduction to Theatre
Boys Athletics

9th Grade (2nd Semester)

English 9
Algebra I
Physical Science
Economics
Principles of Biomedical Science
Keystone
Introduction to Theatre
Boys Athletics

10th Grade (1st Semester)

English 10
Geometry
Biology
World History
Human Body Systems
Arkansas History
Theatre Performance I
Boys Athletics

10th Grade (2nd Semester)

English 10
Geometry
Biology
World History
Human Body Systems
Oral Communications
Theatre Performance I
Boys Athletics

11th Grade (1st Semester)

English 11
Algebra 2
Chemistry
US History
Medical Interventions
Psychology
Community Service
Boys Athletics

11th Grade (2nd Semester)

English 11
Algebra 2
Chemistry
US History
Medical Interventions
Sociology
Advanced Health
Boys Athletics

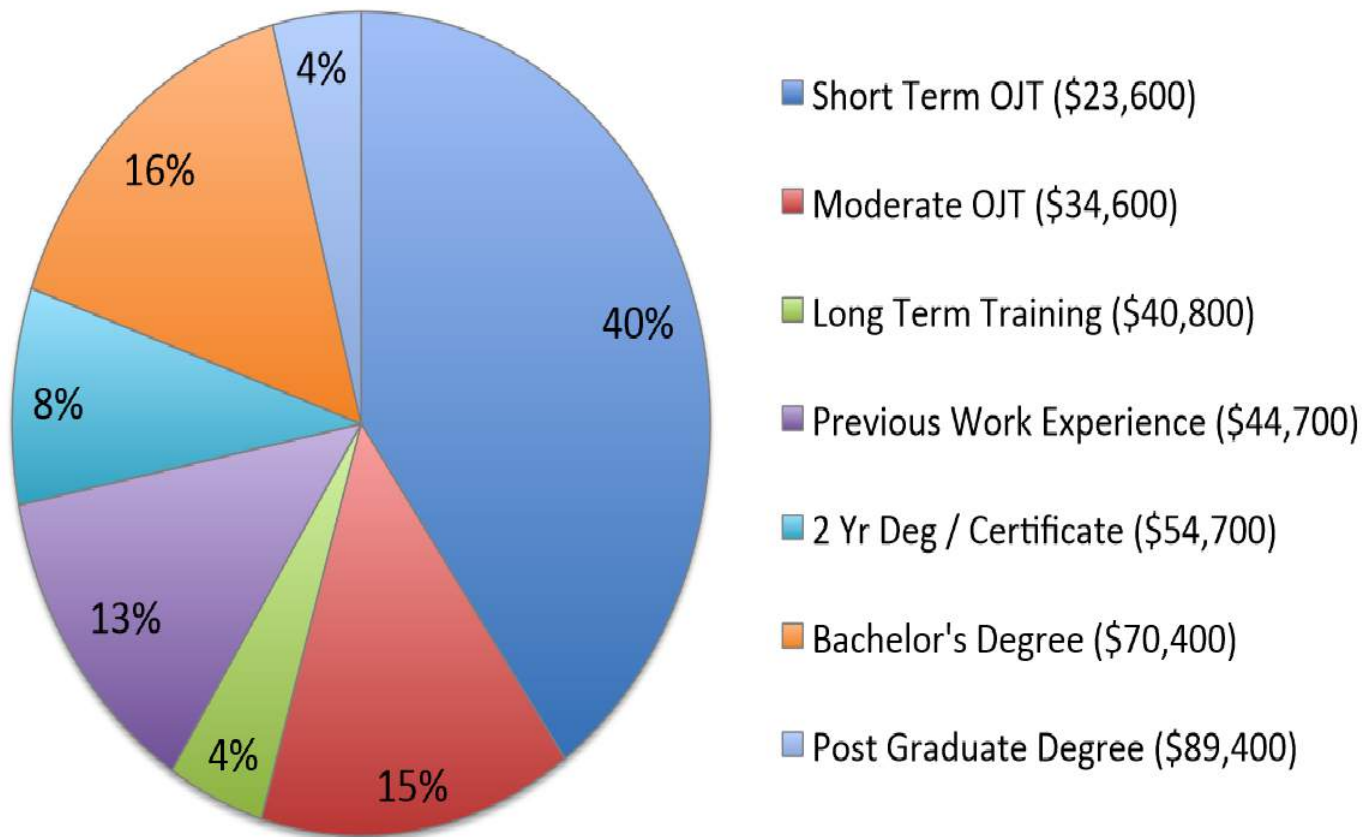
12th Grade (1st Semester)

English 12
Topics and Modeling in Math
Biomedical Innovation (Capstone Course)
Tech Design
Boys Athletics

12th Grade (2nd Semester)

English 12
Topics and Modeling in Math
Biomedical Innovation (Capstone Course)
Tech Design
Boys Athletics

NWA Percent of Employment by Training (Avg Wage)



Employers rate candidate soft skills/qualities in order of importance

- 1** Ability to verbally communicate with persons inside and outside the organization 
- 2** Ability to work in a team structure 
- 3** Ability to make decisions and solve problems 
- 4** Ability to plan, organize and prioritize work 
- 5** Ability to obtain and process information 
- 6** Ability to analyze quantitative data 
- 7** Technical knowledge related to the job 
- 8** Proficiency with computer software programs 
- 9** Ability to create and/or edit written reports 
- 10** Ability to sell or influence others 

Source: Job Outlook 2013

Courtesy of the National Association of Colleges and Employers



2013-14

Start
Freshman
Academy

2014-15

Start Block
Schedule
Format

Charter Panel
Hearing

2015-16

Open Farmington
Career Academies

Start Teaching Pathway
Start Nursing Pathway
Start Law Enforcement
Pathway

Begin Career Mentor
Groups

Start 10th-12th Building
Construction

2016-17

Start Broadcast
Journalism
Pathway

Start Pre-
Engineering
Pathway

2017-18

Open
10th-12th
Facility



NORTHWEST TECHNICAL INSTITUTE

P.O. Box 2000 • 709 So. Old Missouri Rd.
Springdale, AR 72765-2000
(479) 751-8824
Fax: (479) 751-7780

November 12, 2014

Arkansas Department of Education
ATTN: Charter School Authorizing Panel
4 Capitol Mall, Mail Slot 3
Little Rock, AR 72201

Dear Panel Members,

Northwest Technical Institute and the Farmington School District are in partnership with the Medical Professions Education class. We formed this partnership several years ago as we both saw the value to the students of Farmington, as well as several other school districts in Northwest Arkansas.

As the success of this program has developed it has caused the enrollment to increase in the past three (3) years. Working from this successful program, Northwest Technical Institute would be happy to partner with the Farmington School District in other opportunities as they develop.

Thank you,

A handwritten signature in blue ink, appearing to read 'Dr. Blake Robertson', with a long horizontal flourish extending to the right.

Dr. Blake Robertson
President
Northwest Technical Institute
709 South Old Missouri Road
Springdale, AR 72764

Farmington Career Academies Summary

Farmington Career Academies

Farmington School District

Farmington Career Academies

School District: Farmington School District
Grade Levels: 10-12
Student Enrollment Cap: 650
Address of Proposed Charter: 278 West Main Street, Farmington, 72730

Mission Statement

The current mission statement for the district is: Farmington School District shares a commitment with the community to provide a secure environment of educational excellence for every student by utilizing a diverse, challenging curriculum. The specific mission statement for the Farmington Career Academies is "50% of students may go to college but 100% will enter a career...your career starts here."

We believe that our mission is to help advise and guide students towards a career. We believe that we have been entrusted with a special task to equip our students with the necessary skills and the professional work ethic to be successful. We are committed to meeting the challenge of this mission by providing a structured learning plan resulting in a career path as the outcome of their high school education.

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

Arkansas Code Annotated §6-23-201 states "The notice of the public hearing was published in a newspaper having general circulation in the school district in which the school will be located at least three weeks prior to the date of the meeting." The public hearing meeting for Farmington Career Academies was held on August 25, 2014. The newspaper notice was published on August 8th, 13th and 20th, which did not meet the requirements outlined in §6-23-201. ADE is working with the applicant to correct the deficiency and the applicant may bring documentation of the correction to the charter authorizing panel hearing.

Documentation Provided in Support of the Charter

Petition of Support Included in Application
109 Signatures

Letters of Support Included in Application
Uvalde Lindsey State Senator, District 4
Ernie L. Penn Mayor, City of Farmington
Jodi Hendricks President, Farmington Area Chamber of Commerce

Additional Letters of Support (Available for Review)
Bruce Sikes Chancellor, Arkansas Tech University – Ozark Campus

ADE Evaluation and Applicant Responses

Farmington Career Academies

Farmington School District

Farmington Career Academies

PART A - GENERAL INFORMATION

School District: Farmington School District

Grade Levels: 10-12

Enrollment Cap: 650

Address of Proposed School: 278 West Main Street, Farmington AR 72730

PRE-APPLICATION MATERIALS

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

Evaluation Criteria:

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

Fully Responsive

PART B EXECUTIVE SUMMARY

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

Evaluation Criteria:

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

Fully Responsive

PART C NARRATIVE DESCRIPTION OF THE PROPOSED CHARTER

C1: PUBLIC HEARING RESULTS

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

Evaluation Criteria:

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

Partially Responsive

Concerns and Additional Questions

Arkansas Code Annotated §6-23-201 "The notice of the public hearing was published in a newspaper having general circulation in the school district in which the school will be located at least three weeks prior to the date of the meeting" The Meeting was held on August 25, 2014. Newspaper notice was published on August 8th, 13th and 20th. Please provide any additional documentation available that shows compliance with §6-23-201.

We took the term "weeks" as the three weeks leading up to the meeting which would be the "week" of the 4th, 11th, and 18th which is why we ran notices on August 8th, 13th, and 20th. Our local paper (Washington County Enterprise-Leader) only runs on Wednesdays.

We had a school board meeting on July 28th in order to inform and seek approval of pursuing the Conversion Charter application. We made a request to the paper to run the article but when the article/posting did not appear we immediately called the regional paper (Northwest Arkansas Times) and purchased an advertisement to comply with our interpretation of getting the notice published that "week".

The best time for our meetings are Mondays which is why we chose August 25th. The following Monday was Labor Day and the Monday after that was the day before the application was due. We tried to schedule it on a day that would attract the most people. We also posted the meeting date on our school marquee, the Farmington High School Facebook page, posted it on the school website, and announced it at the July School Board Meeting.

C2: MISSION STATEMENT

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

Evaluation Criteria:

- A mission statement that is clear and succinct

Fully Responsive

C3: EDUCATIONAL NEED

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

Evaluation Criteria:

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

Partially Responsive – FULLY RESPONSE (BASED ON RESPONSE)

Concerns and Additional Questions

ESEA Data provided does not match the ESEA Data found on the 2013 ESEA Reports. Review and provide accurate data.

Portions of the ESEA Data were left blank. This information can be found on the 2013 ESEA Reports and the 2013 Report Card. Review and provide the missing information.

DISTRICT DATA			
District Name	Farmington		
District Status	Needs Improvement		
	LITERACY 2013 ESEA Report Percentage Achieving or Advanced	MATH 2013 ESEA Report Percentage Achieving or Advanced	Graduation Rate 2012-13 2013 Report Card Percent Graduated
All Students (Combined)	80.46	81.12	96.3
Targeted Achievement Gap Group	62.58	76.97	91.5

African American	16.67	68.75	100
Hispanic	52.38	82.14	87.5
White/Caucasian	82.10	81.23	96.7
Economically Disadvantaged	72.92	76.93	92.3
English Language Learners/ Limited English Proficient	RV	RV	66.7
Students with Disabilities	16.67	65.05	88.2

CAMPUS DATA-CAMPUS PROPOSED FOR CONVERSION TO CHARTER			
District Name	Farmington		
Campus Name	Farmington Career Academies		
Grade Levels	10 th -12 th Grades		
District Status	Needs Improvement		
	LITERACY 2013 ESEA Report Percentage Achieving or Advanced	MATH 2013 ESEA Report Percentage Achieving or Advanced	Graduation Rate 2012-13 2013 Report Card Percent Graduated
All Students (Combined)	80.46	81.12	96.3
Targeted Achievement Gap Group	62.58	76.97	91.5
African American	16.67	68.75	100
Hispanic	52.38	82.14	87.5
White/Caucasian	82.10	81.23	96.7
Economically Disadvantaged	72.92	76.93	92.3
English Language Learners/ Limited English Proficient	RV	RV	66.7
Students with Disabilities	16.67	65.05	88.2

CAMPUS DATA-HIGH SCHOOL CLOSEST TO THE PROPOSED CHARTER LOCATION			
District Name	Prairie Grove		
	Prairie Grove High School		
	9 th -12 th Grades		
District Status	Needs Improvement		
	LITERACY 2013 ESEA Report Percentage Achieving or Advanced	MATH 2013 ESEA Report Percentage Achieving or Advanced	Graduation Rate 2012-13 2013 Report Card Percent Graduated
All Students (Combined)	79.91	86.28	88.0
Targeted Achievement Gap Group	66.67	82.78	81.3
African American	RV	100.00	100.0
Hispanic	100.00	81.48	83.3
White/Caucasian	79.94	86.71	87.7
Economically Disadvantaged	68.75	82.42	81.5
English Language Learners/ Limited English Proficient	RV	RV	50.0
Students with Disabilities	32.29	79.17	76.9

C4: ACADEMIC ACHIEVEMENT GOALS

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

Evaluation Criteria:

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

Fully Responsive

C5: 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
- Specific reasons that the school would be viable
- A description of the length of school day and school year that meets minimum state requirements

Partially Responsive - FULLY RESPONSIVE (BASED ON RESPONSE)

Concerns and Additional Questions

Describe the locations and facilities where the career pathway classes will be held

Explain how it is determined which pathway a student will take. Explain if there is a cap on the number of students that can enroll in each pathway, and if so, describe the process if a student chooses a pathway that is already at its enrollment cap.

Describe how students will complete all of their core curriculum classes while completing the career pathways.

Provide a timeline for the full implementation of all of the career paths.

Explain the process and procedures that will be used for bringing in instructors and business members to donate their time in the classrooms.

Provide a description of the school day including the academies and what a typical day would look like for a charter student.

Explain what it means to be a "CCRPP Completer" and how it will benefit students.

- A. Our school is in the process of building a new 10th-12th grade campus and many of the career pathway courses that we are planning to implement will be incorporated into the building of the new campus. This process will be very meticulous in its development. We are maintaining the career pathways while planning to add the Orientation to Teaching pathway which we applied for last week. Future pathways such as Broadcast Journalism, Automotive or Diesel Mechanics, or Health Occupations will be added with the addition of the new facility.

- B. In 9th grade, students will take a Keystone class in which they will complete a six year plan to outline their courses through high school AND their plans for the first two years after high school. Based upon their career interest students, will also be assigned to an academy which is an umbrella of career interests but does not exclusively contain career pathways for every student. Being placed in a career academy will help place students in more specific mentor groups
- C. Even though a student is placed within a career academy of interest, they will still complete all of the course work required for graduation. Any career pathway courses will be completed in conjunction with core curriculum classes and not “in lieu of”.
- D. We are still in the process of developing our career programs. We have applied this year to implement Orientation to Teaching I next year and then the other courses during the following years. As our new high school is built we are planning to request pathway approval for Broadcast Journalism in either 2015 or 2016. Since the time of this application's submission, we have been in discussion with Arkansas Tech University about partnering with them to teach some classes on our campus that would help be a pipeline into their career finishing program (letter of support has been attached to this response). They are willing to provide the curriculum and a discount towards tuition in exchange for using our trained staff to teach the course. The academy selection would begin in 2015-16 but being a member of an academy does not mean that a student has to complete the career pathway coursework. Academy selection just places a student into an interest umbrella and eventually a more specialized Mentor Group.

2015-16	Orientation to Teaching I
2016-17	Orientation to Teaching II
2016-17	Fundamentals of TV*
2017-18	Internship (Teaching and Training)
2017-18	Intermediate TV*
2018-19	Advanced TV*
2019-20	TV Lab*
*Possible	

- E. We are looking to start slowly with this process by utilizing staff that are currently employed by the district to teach some classes within the first couple of years. Specifically, we would like to utilize our school nurse to teach any health related classes or our school resource officer to teach law enforcement classes or a Street Law class for which we received course approval this past summer. As we expand this program to include community business members to teach a class then we would have an interview process with the sponsoring business to discuss expectations, appropriate behavior, and teaching strategies. School safety is of utmost importance so we would either ask them to pay for the required background checks and fingerprinting or this cost would be covered by the district. As we develop mentor groups which are overseen by a staff member and would meet

once per month, business members would follow the same policies and procedures established by the district's volunteer policy. We are looking to add these volunteers as we pursue and develop business partnership relationships within our regional business community.

- F. Our school day within the Farmington Career Academies will not be very different from a typical school day. The day will consist of four 90 minute block periods with an Advisory period consisting of 20 minutes. Our future facilities will separate the academies by classrooms as much as possible. Over time the main difference that each academy will display is a tailoring of instruction not only within specialized classes unique to that career interest but also within the core classes as well. For example, for students that are in the PRIME academy we would like to tailor instruction within the core courses to accommodate their needed skills. While teaching all of the required state standards, in English we would like to use more reading materials such as technical manuals, schematics, etc. that would be relevant to their career field. That same English class would accommodate relevant reading selections in the CORE academy (service industries) and the ACE academy (business/arts). Eventually, this would be the main difference in the teaching of the core courses in the academy system.

The daily schedule would only change if the waiver in which we requested a late start day once per week is granted. Students would still attend four classes but that hour late start would allow students to receive remediation instruction, enrichment instruction, or make-up missed assessments three times per month. Then during the fourth week we would have our community business volunteers meet with our Mentor Groups to provide exposure in career specific job skills, expectations and instruction about ethics and professionalism, and assistance in developing a resume or interview skills.

- G. College and Career Readiness Planning Program (CCRPP) completer allows students to take a series of courses along a particular career pathway in order to prepare a student for that career beyond high school.

C6: CHARTER MODEL

Evaluation Criteria:

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

Fully Responsive

C7: AUTONOMY

Evaluation Criteria:

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

Fully Responsive

C8: SCHOOL IMPROVEMENT PLAN

Evaluation Criteria:

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

Fully Responsive

C9: 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 Common Core State Standards.

Evaluation Criteria:

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

Fully Responsive

C10: 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 those areas 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

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, **separate from the district's annual report to the public**, that outlines the school's progress;
- A plan for dissemination of the annual report to appropriate stakeholders

Fully Responsive

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 provide assurances for a random, anonymous lottery selection process.

Evaluation Criteria:

- A student recruitment plan that will provide equal opportunity for all parents and students to learn about and apply to the school
- An enrollment and admissions process that is open, fair, and in accordance with applicable law

- A process for, and a guarantee of, a random, anonymous lottery process should there be more student applications than can be accommodated under the terms of the charter

Fully Responsive

C13: PRIOR CHARTER INVOLVEMENT

Evaluation Criteria:

- A complete Prior Charter Involvement Template for each individual connected with the propose 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 administrator(s) and other key personnel. This section should also describe the professional qualifications which will be required of employees.

Evaluation Criteria:

- A job description for the school administrators and other key personnel, including but not limited to counselors, 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

Fully Responsive

C15: 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

C16: FACILITIES

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

Evaluation Criteria:

- An identified facility appropriate to meet the needs of the school over the term of its charter
- A realistic plan for remodeling or adapting a facility, if necessary, to ensure that it is appropriate and adequate for the school's program, the school's targeted population, and the public
- Evidence that the school understands the costs of securing and improving a facility and has access to the necessary resources to fund the facility plan
- A sound plan for continued operation, maintenance, and repair of the facility

Fully Responsive

C17: 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

C18: 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
- A proposal that involves the parents of students, employees and the broader community in
- carrying out the terms of the charter

Fully Responsive

C19: WAIVERS

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

Evaluation Criteria:

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

Concerns and Additional Questions

SEE LEGAL COMMENTS

sC20: DESEGREGATION ASSURANCES

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

Evaluation Criteria:

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

Concerns and Additional Questions

SEE LEGAL COMMENTS

C23: SUSTAINABILITY OF THE PROGRAM

The Sustainability section should describe the applicants' 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

Legal Review of Waivers Requested

Farmington Career Academies

Farmington School District

**Farmington Career Academies
Waivers Requested in Original Application
2014 District Conversion Application**

1. Professional Development

Ark. Code Ann. § 6-17-701 et seq.

Section 15.04 of the ADE Rules Governing the Standards for Accreditation

ADE Emergency Rules Governing Professional Development

To the extent that a waiver is necessary, the Applicant requests a waiver of the above-referenced statutes and ADE Rules for the sole purpose of not requiring its non-licensed instructors (see Teacher Licensure waiver request below) to meet the state's teacher professional development requirements.

Legal Comments: This waiver is not necessary. Professional development is only required for educators holding a license.

Remaining Issues: None

2. Physical Education (withdrawn)

Ark. Code Ann. §6-16-132

Section 9.03.4.9 (“Physical Education”) of the ADE Rules Governing the Standards for Accreditation

Section 7.0 of the ADE Rules Governing Nutrition and Physical Activity Standards and Body Mass Index for Age Assessment Protocols in Arkansas Public Schools:

The applicant is required to teach Physical Education to its students in Grades 9-12 in accordance with the above-referenced statutes and ADE Rules. The Applicant is asking for a waiver of that requirement in order that curriculum meeting the requirements of the ADE Standards Rules, Arkansas Frameworks and all applicable rubrics may be embedded within another course to be provided by the conversion charter school. The Applicant ensures that students will receive instruction concerning the required material in the Physical Education class meeting or exceeding all state curriculum requirements, specifically through embedding the course content from its Physical Education class within its Marching Band class.

Legal Comments: Rationale should be provided on how this waiver will help the applicant meet its goals. Based on the information provided, it appears only a waiver of Standard 9.03.4.9 is necessary. Applicant should clarify whether Marching Band will be required for all students. If Marching Band is not required for all students, describe how

other students will receive physical education instruction meeting all Arkansas Frameworks.

Response: *We have decided not to pursue this waiver.*

Remaining Issues: None

3. Physical Education (2nd waiver) (withdrawn)

Ark. Code Ann. §6-16-132

Section 9.03.4.9 (“Physical Education”) of the ADE Rules Governing the Standards for Accreditation

Section 7.0 of the ADE Rules Governing Nutrition and Physical Activity Standards and Body Mass Index for Age Assessment Protocols in Arkansas Public Schools:

The Applicant is required to teach Physical Education to its students in Grades 9-12 in accordance with the above-referenced statutes and ADE Rules. The Applicant is asking for a waiver of that requirement only for those students that compete on the school's Golf, Volleyball, and Tennis teams, as those sports teams have practice and competitions which occur outside the school day.

Legal Comments: Rationale should be provided on how this waiver will help the applicant meet its goals. Applicant should clarify whether it intends to embed the physical education curriculum. The Charter Authorizing Panel lacks the authority to this waiver unless the applicant ensures that all frameworks will be taught in an embedded class. If the Applicant intends to embed the frameworks, only waiver of Standard 9.03.4.9 is necessary.

Response: *We have decided not to pursue this waiver.*

Remaining Issues: None

4. Licensure

Ark. Code Ann. §§6-15-1004, 6-17-302, 6-17-309, 6-17-401, 6-17-902, and 6-17-919

Sections 15.02 and 15.03 of the ADE Rules Governing the Standards for Accreditation

ADE Rules Governing Educator Licensure

The Applicant is requesting a waiver from the above-listed statutes and rules, to the

extent that it may be necessary to hire professionals in the community who possess outstanding credentials and work history in the various areas of coursework provided in the Career Academies, even if they do not possess a teaching license. Any individuals hired as a result of this waiver will meet all other requirements, such as Highly Qualified Teacher status if applicable, and the successful completion of criminal background and Child Maltreatment Registry checks. We see this as a part of the collaboration process between the school district and the community which will further the linkage process created by the school and the district with the community. Internship instructors must also be accounted for in this waiver as this will require many teachers to actively supervise and mentor in various areas of certification. Specifically, we are requesting a waiver for our School Nurse who is a licensed professional (she is an RN) to teach classes about medical professions, medical terminology, and/or anatomy and physiology classes. Additionally, we are requesting that our School Resource Officer that is a member of the Farmington Police Force be allowed to teach an Introduction to Street Law class (upon approval from the ADE). We would also like to request this waiver to account for Internship Instructors to actively supervise and mentor students in various areas of certification. These instructors will be working with manageable numbers of students in this program.

Legal Comments: None

Remaining Issues: None

5. Planned Instructional Day

Section 10.01.4 (“Planned Instructional Day”) of the ADE Rules Governing the Standards for Accreditation

We propose to modify our schedule to include a late start to classes on Wednesday mornings. We propose to use the 8:00-9:00 hour to provide remediation for students who did not score Proficient or Advanced on state tests OR for classroom remediation within a given subject. This time can also be used to provide a standard make-up testing period so that students can be scheduled to take an exam and not miss instructional time by having to make-up a test during class. We would also like to use this period to provide enrichment opportunities such as tutoring, study hall, ACT Prep, or extra AP instruction. Each block class would be decreased by 15 minutes on that day in order to formulate this late start period. Students that score proficient or advanced on their EOC or Literacy tests (and do not require bus transportation) could begin class at 9:00 AS LONG AS they do not require test make-ups, etc.

Legal Comments: Applicant should provide rationale of how this waiver will help it achieve its goals. In order to effectuate this waiver, waiver of Ark. Code Ann. § 6-16-102 is also necessary.

Response: *This waiver will help our students on multiple levels:*

1. *The remediation component will help our students receive more individualized instruction during the normal school operating hours. Due to time constraints, many students are not able to come in before school or after school to receive more direct instruction so this opportunity would allow students to receive remedial instruction and skill development for identified state standardized test skill deficiencies and local course skill deficiencies. This period could also be used for some students to make up exams and assessments if they missed them previously without missing more instructional time.*
2. *The enrichment component will allow students to receive a variety of specialized services to help student achievement. For example, students could receive enriched instruction on ACT Prep strategies. Because this is a seasonal test, it is usually not feasible to offer this as a course during the school day but by offering a specialized time where students could focus on the English, Reading, Math, or Science portions then students have more flexibility in individualized instruction. As stated above, students do have difficulties in attending before school or after school sessions. This enrichment time could also help in Advanced Placement classes as well.*
3. *One of our goals with the Career Academies is to have mentor opportunities for our students to meet in small specialized groups with community professionals to discuss the skills needed within that occupation. Other benefits will include their perspective on offering advice on future courses, helping students build a resume, conducting mock interviews, and helping to establish professional networking and “soft skills”. We see this Career Mentoring Group time as an opportunity not only to develop these attributes and skills within our students but also develop stronger ties to our business stakeholders.*

Remaining Issues: In order to effectuate this waiver, waiver of Ark. Code Ann. § 6-16-102 is also necessary.

DESEGREGATION ANALYSIS: Fully Responsive

Application

Farmington Career Academies

Farmington School District



ARKANSAS DEPARTMENT OF EDUCATION

2014 Application District Conversion Public Charter School

Deadline for Receipt of Submission: Tuesday, September 9, 2014, 4:00 p.m.

Applications will not be accepted after this time.



Name of Proposed Charter School:

Farmington Career Academies

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
2014 APPLICATION
DISTRICT CONVERSION PUBLIC CHARTER SCHOOL**

A. GENERAL INFORMATION

Name of Proposed Charter School: Farmington Career Academies

Grade Level(s) for the School: 10th-12th Student Enrollment Cap: 650 Students

Name of School District: Farmington

Name of Contact Person: Clayton Williams

Address: 278 West Main Street City: Farmington

ZIP: 72730 Daytime Phone Number: (479) 266-1863 FAX: (479) 267-6065

Email: cwilliam@farmcards.org

Charter Site Address: 278 West Main Street

City: Farmington

ZIP: 72730 Date of Proposed Opening: August 2015

Name of Superintendent: Bryan Law

Address: 42 South Double Springs Road City: Farmington

ZIP: 72730 Daytime Phone Number: (479) 266-1862

B. EXECUTIVE SUMMARY

Provide the mission statement of the proposed school.

Applicant Response:

The current mission statement for the district is: Farmington School District shares a commitment with the community to provide a secure environment of educational excellence for every student by utilizing a diverse, challenging curriculum. The specific mission statement for the Farmington Career Academies is "50% of students may go to college but 100% will enter a career...your career starts here."

We believe that our mission is to help advise and guide students towards a career. We believe that we have been entrusted with a special task to equip our students with the necessary skills and the professional work ethic to be successful. We are committed to meeting the challenge of this mission by providing a structured learning plan resulting in a career path as the outcome of their high school education.

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

Applicant Response:

Some of the key programmatic features that the Farmington Career Academies will implement in order to accomplish our mission will be:

1. Establish three career academies with specific career pathways to focus instruction and help students gain experience and skills. These academies will be based upon STEM (Science, Technology, Engineering, and Mathematics), service industries, and Business.
2. Project based learning will be used to provide opportunities to collaborate in real-world scenarios within a student's desired career field.
3. Job internships will be used to provide opportunities for students to experience their career of choice. These experiences would provide experiences designed to enhance and solidify a student's career choice or deter a student from wasting time and resources in the establishment of a career that they really do not want to pursue.
4. Business partner/mentors will be used to bring prominent local business leaders into a school environment to work with our students in order to help them realize their career goal potential and hone their professional skills.

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 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, called by the school board, which was held for the purposes of assessing support for the establishment of this public charter school. Provide copies of supporting evidence.

Applicant Response:

A public hearing was held on August 25th, 2014, in the Farmington High School from 6:00-7:00 to discuss the conversion charter process and proposal with 17 people in attendance (partially due to an unplanned football scrimmage that was organized before this meeting was established). The meeting was publicized on August 8th in the Northwest Arkansas Times. The meeting was also publicized in an interview about the conversion charter process in the Washington County Enterprise Leader paper on August 13th and then finally in same paper in the "What's Happening" section on August 20th. The meeting was also advertised on the school marquee and on the high school Facebook page as well as the school website. The meeting contained the following agenda:

Welcome and Introduction: Jon Purifoy, Farmington High School Principal

Discussion of community needs, research process, and academy structure: Clayton Williams, Assistant Principal

Question and Answer Session: Jon Purifoy, Clayton Williams, and Bryan Law, Superintendent

Academy Endorsement: Uvalde Lindsey, State Senator

Closing Statements: Bryan Law

The meeting received popular support for the proposal and was followed up with a video narrative of the presentation that was posted to the school website for community members that were not able to attend the meeting and it was posted to the high school Facebook page. The presentation has been included with this application as well as a petition of support for conversion charter approval. Senator Lindsey requested a copy of our application and commended the district's efforts by saying, "I see this as a possible model for other schools within our state to adopt" and "We should have been using these ideas a long time ago."

Also, there is a petition of support that is also included in the attached documentation.

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

- A. The notice of public hearing was distributed to the community, certified school personnel, and parents of all students enrolled at the public school for which the school district initiated the application.
- B. The notice of the public hearing was published in a newspaper having general circulation in the school district in which the school will be located at least three weeks prior to the date of the meeting.

2. Give the mission statement for the proposed charter school.

Applicant Response:

The current mission statement for the district is: Farmington School District shares a commitment with the community to provide a secure environment of educational excellence for every student by utilizing a diverse, challenging curriculum. The specific mission statement for the Farmington Career Academies is "50% of students may go to college but 100% will enter a career...your career starts here."

We believe that our mission is to help advise and guide students towards a career. We believe that we have been entrusted with a special task to equip our students with the necessary skills and the professional work ethic to be successful. We are committed to meeting the challenge of this mission by providing a structured learning plan resulting in a career path as the outcome of their high school education.

3. Describe the educational need for the school by responding to the following prompts. Include the innovations that will distinguish the charter from other schools.

Complete the following charts to include 2013 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 Name	Farmington		
District Status	Needs Improvement		
	LITERACY 2013 ESEA Report Percentage Achieving or Advanced	MATH 2013 ESEA Report Percentage Achieving or Advanced	Graduation Rate 2012-2013 2013 Report Card Percent Graduated
All Students (Combined)	76.5%	82.39%	
Targeted Achievement Gap Group	58.1%	72.95%	
African American	N/A	N/A	
Hispanic	N/A	64.0%	
White/Caucasian	77.44%	84.96%	
Economically Disadvantaged	62.5%	74.11%	
English Language Learners/ Limited English Proficient	N/A	72.73%	
Students with Disabilities	29.4%	54.17%	

CAMPUS DATA - CAMPUS PROPOSED FOR CONVERSION TO CHARTER			
District Name	Farmington		
Campus Name	Farmington Career Academies		
Grade Levels	10th-12th Grades		
Campus Status	Needs Improvement		
	LITERACY 2013 ESEA Report Percentage Achieving or Advanced	MATH 2013 ESEA Report Percentage Achieving or Advanced	Graduation Rate 2012-2013 2013 Report Card Percent Graduated IF APPLICABLE
All Students (Combined)	76.5%	82.39%	94.81%
Targeted Achievement Gap Group	58.1%	72.95%	93.22%
African American	N/A	N/A	
Hispanic	N/A	64.0%	
White/Caucasian	77.44%	84.96%	
Economically Disadvantaged	62.5%	74.11%	
English Language Learners/ Limited English Proficient	N/A	72.73%	
Students with Disabilities	29.4%	54.17%	

CAMPUS DATA - HIGH SCHOOL CLOSEST TO THE PROPOSED CHARTER LOCATION			
District Name	Prairie Grove		
Campus Name	Prairie Grove High School		
Grade Levels	9th-12th Grades		
Campus Status	Needs Improvement		
	LITERACY 2013 ESEA Report Percentage Achieving or Advanced	MATH 2013 ESEA Report Percentage Achieving or Advanced	Graduation Rate 2012-2013 2013 Report Card Percent Graduated IF APPLICABLE
All Students (Combined)	85.21%	86.6%	88.19%
Targeted Achievement Gap Group	69.49%	82.18%	85.71%
African American			
Hispanic			
White/Caucasian			
Economically Disadvantaged			
English Language Learners/ Limited English Proficient			
Students with Disabilities			

CAMPUS DATA - OTHER CAMPUS IN FEEDER PATTERN OF PROPOSED CONVERSION CHARTER			
District Name	Farmington		
Campus Name	Randall G. Lynch Middle School		
Grade Levels	6th-8th Grades		
Campus Status	Needs Improvement		
	LITERACY 2013 ESEA Report Percentage Achieving or Advanced	MATH 2013 ESEA Report Percentage Achieving or Advanced	Graduation Rate 2012-2013 2013 Report Card Percent Graduated IF APPLICABLE
All Students (Combined)	80.31%	83.24%	N/A
Targeted Achievement Gap Group	65.96%	70.17%	N/A
African American			
Hispanic			
White/Caucasian			
Economically Disadvantaged			
English Language Learners/ Limited English Proficient			
Students with Disabilities			

Explain the educational need for the charter in light of the academic performance by the district, the campus proposed to be converted, and at the schools in the same feeder pattern as the proposed charter. Explain other significant factors. Be certain to include the source for information presented.

Applicant Response:

As of 2013-14, Farmington High School has a population of about 702 students in 9th-12th grades. The Student body is 87% Caucasian and the next highest ethnic population is Hispanic at about 8% of the population. The student population has consistently remained at about 33% Free or Reduced Lunch since 2010-11 and has risen to 36% for 2013-14. Farmington High School is classified as a Needs Improvement school based upon its 2013 Literacy scores and TAGG group scores in Literacy and Math.

From the data above it is evident that we have a sizeable gap between our general population scores and our TAGG group which of course contains our economically challenged group and our Special Education (SPED) population. Farmington High School has been successful in providing an educational plan for students entering college after high school. After we analyzed the student data, it has been determined additional educational opportunities are needed in order to prepare all students for their post high school career. We believe an academy model will help focus our students' attention towards making career decisions. This model along with opportunity for career enriched experiences will assist in the completion of academics and increase in student scores. The academy model will also help to ensure that (all) students graduating from FHS will be well-prepared to embark upon a specific career path (whether that means immediately or after the completion of further education or training. We feel that if students have an enhanced vested interest in their future then they will be more motivated to take ownership in their education.

By switching to a conversion charter school and utilizing the requested waivers, we believe we will have flexibility to provide added support for an identified portion of our student population. Research supports the late day approach. This will also help provide a valuable remediation component and career mentoring opportunity that will not only maintain a student's attention but also provide the support needed for the student to be successful. We also feel having professionals can come in and teach skill specific courses will lend credibility to our program and increase student interest level in a particular career field.

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:

Farmington has only had one student since 2009-10 that completed the requirements for CCRPP (Career and College Readiness Plan). Farmington students that have taken the ACT test have averaged scoring a composite score of 21.7 in 2010, 21.4 in 2011, 21.7 in 2012, and 22.08 in 2013. Also, the number of students scoring a 3, 4, or 5 on Advanced Placements tests have risen slightly over the last few years: 24% in 2010, 29% in 2011, 27% in 2012, 28% in 2013, and 30% in 2014.

One of the main reasons we feel a need for a charter environment based upon this academic performance is the need to further prepare our students for life after high school. As you can see from the above data, FHS students have not been proficient in taking the required course work to successfully be a CCRPP completer (which is usually accomplished by completing multiple courses in a career pathway). We would like to have a structured process in educating students about the importance of being a completer in addition to offering a larger variety of pathways in which to be a completer. Research has shown the importance of increasing workforce experience before graduating from high school helps students find higher wage earning jobs. We feel that through an academy style model that more emphasis will be placed on the importance of mapping out a career path and finding out through experience what career a student wishes to pursue (and even the experience to find out what career they do not want to pursue). The internship component in addition to the focused curriculum will direct students towards a better understanding of their chosen career path.

Describe the innovations that will distinguish the charter from other schools.

Applicant Response:

The Farmington Career Academy will focus upon guiding students into career fields that are relevant to the needs of our surrounding community while still providing opportunities for students whose interests lie elsewhere. Some of the planned innovations include:

BLOCK SCHEDULING: Beginning with the 2014-15 school year, Farmington High School is replacing its traditional 7 period, 50 minute class day with an A/B block schedule. This change was initiated to give students more opportunities to experience different classes, gain additional knowledge and skills, and to have more depth into career coursework of interest. This schedule also provides instructors with the opportunity to have more in-depth instructional time and set-up for more meaningful project based learning. We feel this step will provide more freedom in cross-curricular collaboration and additional real-life workplace scenarios to better prepare our students for postsecondary life.

ACADEMIES: Farmington Career Academies will initially be comprised of three academies that will evolve from our traditional Agriculture, Family & Consumer Science, and Business departments.

The first academy will be called PRIME (Production, Innovation, Mechanical, and Engineering) which will focus on manufacturing, production, design, mechanical and engineering career fields. This academy will be centered on science and math based courses as industrial and electronics courses. We plan to partner with local industries to help shape our instruction to promote real-world problem-solving within these career areas. Through these business relationships we also plan to provide opportunities for senior internships into local industrial manufacturing plants, architecture firms, and labs.

The second academy will be called CORE (Career-Oriented, Resource Expert) which will focus on service

industries with a special emphasis on the medical field. This academy will also provide areas of study for students interested in studying law, law enforcement, social services, education, and civil services by using licensed professionals to teach classes within these areas. With a plethora of hospitals and medical facilities in Northwest Arkansas (NWA), we plan to connect students with local institutions through internships to gain valuable knowledge, experience, and contacts.

The third academy will be called ACE (Arts, Communication, and Entrepreneurial) and will focus primarily upon careers in the arts, communication, and entrepreneurial fields. Some of these career options will include advertising, marketing, finance, and logistics. With businesses such as Wal-Mart, Tyson, and JB Hunt located in NWA, we want to produce students that will be proficiently trained to either pursue a higher degree program or enter the labor market with business ready skills.

FRESHMEN ACADEMY: Beginning in 2013-14, Farmington High School started a Freshmen Academy in order to help target and guide incoming freshmen to make the transition from Middle School to High School much smoother. One component of this transition is to require a Keystone course in which students learn study skills, organizational skills, and must complete a six-year plan. This format helps students begin to focus on their desired career path. This process will help facilitate what academy will best suit their needs within the Farmington Career Academies. The Freshmen Academy was implemented to better prepare for the development of the high school career academies.

TARGETED INSTRUCTION TIME FOR REMEDIATION/ENRICHMENT: We propose having a late start day once per week every week during the school year. For three weeks of the month, students will receive extra help with state test remediation, current subject remediation, Advanced Placement enrichment, ACT prep opportunities, etc. On the fourth week, ALL students will attend a monthly career seminar with a speaker to guide and instruct students about knowledge and skills relevant to their career choice. Ideally, these seminars will be accomplished in smaller groups of 10-15 students within their career interest of their chosen academy.

PROJECT-BASED LEARNING: The Farmington Career Academies will be using a project based learning model for instruction. By using projects to facilitate instruction, students will learn critical lessons in communication, collaboration, technology, problem solving, and real-world scenarios.

INTERNSHIPS: In order to provide our students with enriched workplace experience, students will be allowed to participate in community internships within their career of interest. Students will spend one semester within the intern program during their senior year. This will allow students to better determine whether or not they want to pursue this particular field while giving them invaluable work experience and establish networking contacts within their course of study. Internships will last for a semester with a specified on-site mentor that will maintain consistent communication with a school staff member.

4. 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
Meet or exceed the state average in ELA on the PARCC Assessment	PARCC Assessment	Meet or exceed the state average in ELA	Annual review beginning in the summer of 2016
Meet or exceed the state average in Mathematics on the PARCC Assessment	PARCC Assessment	Meet or exceed the state average in Mathematics	Annual review beginning in the summer of 2016
Increase the ACT Composite score over the next five years	ACT Exam	Increase the average student ACT Composite score to 24.0 over the next five years	School Performance Report beginning in 2016
Meet or exceed the Farmington High School graduation average over the last four years	Calculation of the Graduation Rate by the ADE on the District Report Card	Meet or exceed the six year graduation average of 89.8% over the next five years	School Performance Report beginning in 2016
Improve student Advanced Placement Exam scores	Advanced Placement Exams of 3, 4, or 5 scores	Increase the AP exam scores of 3, 4, and 5 by 1% annually during the next five calendar years	Annual review beginning in the summer of 2016
Increase the level of student Career Pathway completers	Examine State Report Card for CCRPP numbers	2015: 5 2016: 10 2017: 15 2018/19: 20/25	School Performance Report 2015-16

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:

If the goals mentioned above are attained then this would be a strong indicator that the school is fulfilling its mission. The reason is that our goals are not tied to one source of data. Our success will not just be tied to test scores even though a lot of the measurable goals are assessment based. These measurements are from a variety of assessments from across the academic spectrum and thus give us a snapshot of our students' academic performance. However, they do not give the full picture. For this reason it is important to look at measurements such as how many CCRPP completers we produce over time. This measurement by itself does not provide an exclusive indicator of success either but it does provide a view from a different angle. The other assessments provide an academic view but the CCRPP numbers allow us to see how students are planning out their career future and their success towards its execution.

We will pursue utilizing surveys of graduating students, charting their post-secondary activities to measure the success and accuracy of the six year plan model. We can track post-secondary education, length of time for post secondary degree completion, job selection, and employment rate. It can be a less than reliable source because it is difficult to track 100% of the students once they graduate especially after the first year but that would give us another data piece on which to measure the success of our mission.

5. Describe the educational program to be offered by the charter school.

Applicant Response:

The educational program for the Farmington Career Academies will actually begin at the Freshmen Academy in the Keystone class. While in this class, students will create their six-year educational plan and explore career interests. This process will allow students to choose one of the three career academies. Students who enter after their freshmen year will work with the Farmington Career Academies counselors to determine the desired academy and create the remainder of their six year plan.

Upon entering the 10th grade and choosing an academy, students will follow an A/B block schedule. This design will allow an extended amount of time in each class to learn the Common Core State Standards in depth especially in Literacy and Math. With the "wall-to-wall" academy model, every student will be learning these standards with an emphasis on Project Based Learning to gain more academic depth, hands-on learning, collaboration, and real-life application no matter which academy they choose to follow. We anticipate that a student could change their academy choice up until the beginning of the student's Junior year. The student would still be able to complete the required courses for graduation however they might not be able to become a CCRPP completer.

We are requesting a waiver for a late start day each week in order to provide remediation and enrichment opportunities. We also plan to use one of these days to allow career mentors to work with our students in their desired career pathway by helping with such activities as developing specific skills, understanding the importance of professionalism, creating a resume, and role-playing interview scenarios. Academies will also develop an extended project that will result in a culminating event that will be centered upon a unique community service opportunity.

Another educational opportunity that we plan to implement is the use of career internships. We plan to work with

local business/industry partners to provide limited work experiences for qualifying students. These opportunities will be limited to one semester and only offered to seniors. Internships will allow students to receive hands-on experiences while creating professional contacts and networks that will benefit them after high school.

As mentioned previously, the Farmington Career Academies will initially be comprised of three academies that will evolve from our traditional Agriculture, Family & Consumer Science, and Business departments. The first academy will be called PRIME which will focus on manufacturing, production, design, mechanical and engineering career fields. This academy will be centered on science and math based courses as industrial and electronics courses. We plan to partner with local industries to help shape our instruction to promote real-world problem-solving within these career areas. Through these business relationships we also plan to provide opportunities for senior internships into local industrial manufacturing plants, architecture firms, and labs. The second academy will be called CORE which will focus on service industries especially with a special emphasis on the medical field. This academy will also provide areas of study for students interested in studying law, law enforcement, social services, education, and civil services. With a plethora of hospitals and medical facilities in NWA, we plan to connect students with local institutions through internships to gain valuable knowledge, experience, and contacts.

The third academy will be called ACE and will focus primarily upon careers in the arts, communication, and entrepreneurial fields. Some of these career options will include advertising, marketing, finance, and logistics. With businesses such as Wal-Mart, Tyson, and JB Hunt located in NWA, we want to produce students that will be proficiently trained to either pursue a higher degree program or enter the labor market with business ready skills.

Initially, these academies will be limited in career paths due to the implementation of our charter school program and our transition to a new facility. Eventually, we see expanded opportunities for students to have greater choices in their fields of interest.

6. Explain why a charter school is necessary to better meet student academic needs instead of a traditional district school.

Applicant Response:

The main reason that we are pursuing the conversion charter route rather than using a traditional route is due to flexibility. We tried to ask for these waivers under the Districts of Innovation application but were denied. We believe that the flexibility we receive with these waivers will allow our staff to better serve our students and thus help increase their achievement. We have a solid vision of what our students need and where we want to guide them. With this initial conversion charter we see this as an opportunity to start some programs that we believe will benefit our students but we foresee our school expanding these programs once we finish Phase Two of our new school facility. We would like to implement these programs and get them more developed before we move into the new facility so that we can start to look at how our facilities can be used to further our mission. We already have a general concept of the physical layout of the school and have submitted the initial details to the state. But as we further develop these career academies, make business partnerships, and get more input from our stakeholders we may need to adjust some of the fine details to those facilities.

We would like to discuss with our business partners about having input into some of our curriculum to help mold and shape our students into career-minded workers. We would still teach the necessary standards but the mode and means would be partially shaped by the input of people that work in a "real-world" career setting. Another future aspiration is that instead of our school hiring a professional to teach about particular job skills, we might negotiate a deal where a business partner would allow one of their staff to come in and teach these skills. We see this concept as a real possibility as we switch to a block schedule format where we business partners donate 3-5 hours of their staff time per week for an entire quarter to teach the knowledge, skills, and professional mentality needed for that particular job. We would look to rotate professionals in and out every quarter over the course of a year so that students gain a variety of experiences in their field of interest. These are just a couple of future ideas that are in the developmental stage but at some point we have to stop the "dreaming" phase and put abstract ideas into action. We believe a conversion charter setting will allow us the freedom and flexibility to start this process. It will allow us to be bolder and able to take controlled risks in order to help better prepare our students for life after high school.

When our charter school opens, we plan to promote a sense of pride and belonging in our students by encouraging them to develop a community service project as an entire academy. Through this collaboration, students will gain an understanding of teamwork and the importance of helping others. With the initial launch of the academy model our main goal will be to focus our students on their career interests while providing a diverse selection of career sampling opportunities through guest speakers and career oriented project based learning. These activities will be stimulating and helpful to our students while we are developing those deeper business partner relationships to implement the programs that were previously detailed.

7. Explain how the charter school will have more autonomy than traditional schools in the district. Discuss each of the following:
- A) Employing personnel;
 - B) Developing and controlling the charter school budget;
 - C) Managing day-to-day charter school operations;
 - D) Developing and controlling the school calendar; and
 - E) Other areas of autonomy to be afforded to the charter.

Applicant Response:

The Farmington Career Academies will have more autonomy than traditional schools but not necessarily in the strictest definition of that word. The autonomy will come in the form of flexibility. After being granted charter status and the waivers are approved within this application then the Farmington Career Academies will be able to employ personnel based upon their content knowledge without regard to whether they hold licensure as a teacher. This process will allow the school to work with business partners to donate personnel to teach particular skills and conduct or have them sit on a hiring committee to choose the best instructor for that particular career skill.

The Farmington School District follows an on-site budgeting policy so the administrative members of Farmington High School are already adept at being able to freely make budgetary decisions and not have to work within the constraints of getting a purchase order for every single purchase. This autonomy will be a valuable asset in working with a charter school budget by purchasing and distributing resources where they are most needed. We have attached a sample 2013-14 Farmington High School budget.

The Farmington Career Academies have an established administration to manage the day-to-day school operations. The principal will oversee the financial and personnel resources available to the school in addition to the physical facilities. This office will also oversee evaluating the faculty. The assistant principal will oversee the operation of the career academies and their maintenance. A dean of students will be responsible for maintaining a safe culture and environment by overseeing school discipline.

One area in which the Farmington Career Academies might not exhibit as much autonomy would be in the area of the school calendar. Because the academy would rely upon district transportation resources, the need to follow the same academic calendar would be crucial. However, one area of autonomy and flexibility could be within the school day itself. With our proposed late start waiver day we would be able to provide transportation to students while also providing opportunities for enrichment and remediation. We might also investigate the possibility of running a daily schedule that contains a Zero Hour (7:00 am class) or maybe even a modified schedule from 9:00-4:00. These modifications would not exist in the beginning year of the academies but might evolve over time.

Another area in which a charter school format would allow our school to exercise more autonomy would be in the area of course offerings for our students. Based upon research from student interest data, community business input, and labor market statistical data we could vary the course offerings that our school offers from year-to-year or over time. This flexibility would be unique to a charter school which could use career instructional volunteers or hire professional certified personnel that taught on a temporary basis.

As a high school we currently wield a certain amount of autonomy but as a charter this autonomy shifts its focus to a level of flexibility. We feel that being granted charter school status will greatly aid this process.

8. Describe the school improvement plan by addressing the following:
- A) Explain how the licensed employees and parents of the students to be enrolled in the charter school will be involved in developing and implementing the school improvement plan, identifying performance criteria, and evaluating the effectiveness of the improvement plan.

Applicant Response:

Parents, licensed faculty, and our business partners will be critical members in developing, implementing, and evaluating the school improvement plans of the Farmington Career Academies. These stakeholders will work together to be a creative force behind the school's ACSIP (Arkansas Comprehensive School Improvement Plan). This plan will be submitted to the Arkansas Department of Education (ADE) annually for review and approval. Each year these groups will evaluate data from state assessments in Literacy, Math, and Biology (PARCC and the Biology EOC) to help determine specific needs and develop a course of action for the next year. They will also help develop plans for the Wellness and ELL (English Language Learners) components of the school ACSIP. Data will be evaluated not just for the overall student performance in meeting school Annual Measureable Objectives (AMOs) but also within the school's Targeted Achievement Gap Group (TAGG) as well. Once assessment results are received by the school, as well as measurements such as grade level BMI for Wellness, these committees will meet early in the school year to determine the school's goals and course of action for the upcoming year.

- B) Describe a plan for school improvement that addresses how the charter school will improve student learning and meet the state education goals.

Applicant Response:

One of the initial steps that we have taken in preparation for being a conversion charter school is to switch to a block schedule of courses. We believe that having this extra stretch of time will have a major impact on student learning. We also believe this will help implement a Project Based Learning model in meeting or exceeding Common Core standards. These changes will be implemented with professional development to help support our faculty. Project Based Learning will not only give teachers a vehicle in which to teach Common Core standards but also allow students to be more involved in collaboration and use content specific, real world scenarios in which to learn.

As mentioned before, if we receive the requested waivers then we can provide a more flexible remediation program that will not only help support students that have not achieved proficiency on EOC exams but also students that are struggling in a specific class. This flexibility will help teachers and students to be able to connect and work together during the school day without sacrificing whole class time or before/after school times when scheduling becomes difficult. This program also allows enrichment opportunities for ACT prep and/or Advanced Placement courses.

9. Describe the process that will be used to ensure curriculum alignment with the Arkansas Curriculum Frameworks and the curriculum requirements of the Common Core State Standards as adopted by the State Board of Education.

Applicant Response:

The Farmington Career Academies will use the Arkansas Curriculum Frameworks and the Common Core standards to fulfill its curriculum requirements. Our curricular departments are working to teach Literacy across the curriculum in English, science, social studies, and elective classes. We will also use the CCSS math standards in our math classes and implement some of its standards within science classes where applicable. One of the flexible characteristics of the CCSS is that it does not fully dictate the content nor the medium in which the standards are taught. We feel that this can be a "perfect marriage" of teaching the required skills through the content that will be associated with a particular subject or career field.

One way we will ensure this process is through effective and meaningful professional development for our faculty. Even if we use non-licensed professionals to teach classes, we can assign mentor teachers to help develop curriculum, additional assignments, etc. to help teach CCSS. Another practice that we can use to ensure curriculum alignment is simply through providing the time for our teaching to collaborate with each other. Within our schedule we have provided opportunities for vertical and horizontal common planning time to help with this process.

Another part that is heavily emphasized in the Common Core standards is the use of technology. We are currently Prioritizing funds in into technological devices to enhance our students' educational experience. We have purchased ninety Chrome books and three mobile carts for teachers to check out and use in the classroom. We also plan to purchase additional science equipment as well. For example, some of our classes still use microscopes that were purchased in 1984. We want to update other forms of technology as well so that we can comply with teaching the Common Core standards while exposing students to technology that they will experience within their career field.

Farmington Career Academy students will take the required PARCC assessments and the Biology EOC exam and will receive the required remediation if they do not perform at a proficient level. This accountability piece will help us focus on curriculum alignment so that we are teaching the appropriate skills in preparation for these assessments.

10. Describe the manner in which the school will make provisions for the following student services, even in those areas for which a waiver is requested:

A) Guidance program;

Applicant Response:

Farmington High School is serviced by two Highly Qualified school counselors. They will continue to provide counseling services to the high school students that attend Farmington Career Academies. In addition, the district employs mental health professionals on site; therapists and case managers. These employees will continue to perform their roles to provide services. In 2013-14, the district started a Freshmen Academy of which a required component is a Keystone course. One aspect of this course is that every student will put together a six-year plan so that they are not only looking at possible career pathways that will naturally feed into the Farmington Career Academies but also up to two years after graduation.

B) Health services;

Applicant Response:

Beginning with the 2014-15 school year, one FTE licensed school nurse will serve the students at Farmington High School and the Freshmen Academy. The district will continue to provide this staff position to service the Farmington Career Academies.

C) Media center;

Applicant Response:

Currently, one FTE Media Specialist serves the students at Farmington High School. Students have access to the media center and the services that it provides. The district will continue to employ a FTE Media Specialist in the Farmington Career Academies.

D) Special education;

Applicant Response:

The Farmington Career Academies will provide the appropriate special education services to its students. The school will use Highly Qualified Teachers to provide these services. The district and high school will continue to comply with all aspects of IDEA, 504, and IEP implementation.

E) Transportation;

Applicant Response:

The Farmington Career Academies will continue to provide transportation to and from its current site and its newly constructed site in the same manner that currently exists for Farmington High School.

F) Alternative education, including Alternative Learning Environments;

Applicant Response:

Farmington School District currently uses the services of the Boston Mountain Cooperative in order to provide an alternative learning environment that serves 9th-12th grade students. The Farmington Career Academies will follow the current placement procedures and policies used by Farmington High School and the Boston Mountain Cooperative.

G) English Language Learner (ELL) instruction

Applicant Response:

The Farmington School District currently offers specialized services for its ELL population by employing a Highly Qualified Teacher to provide these services according to each student's individualized needs. The Farmington

Career Academies will continue to provide these services by employing a Highly Qualified Teacher to oversee the program as well.

H) Gifted and Talented Program.

Applicant Response:

The Farmington Career Academies will continue to implement a Gifted and Talented program that has already been established by Farmington High School. Farmington High School has provided many academic opportunities for students that have been identified as gifted. One area has been through its Advanced Placement program. Farmington High School has offered AP US Government, AP Biology, AP Psychology, AP Language and Composition, AP Literature and Composition, AP Physics B, AP Chemistry, AP Calculus AB, AP European History, AP US History, and AP Music Theory. Beginning in 2014-15, Farmington High School will offer AP Statistics. There are also plans to possibly offer AP Environmental Science in the near future. Pre-AP classes are also offered in areas such as geometry, algebra 2, trig/pre-calculus, 9th-11th grade English, biology, chemistry, civics, and world history. Also, beginning in the 2014-15 school year, Farmington High School will partner with the AAIMS program to provide additional support for its faculty and students. This partnership and programs will continue to be utilized by the Farmington Career Academies.

In addition, academic competitions such as Robotics, Quiz Bowl, and ACE (Academic Competition in Education) also provide additional enrichment opportunities for its gifted population. These programs will continue to be supported at the Farmington Career Academies.

11. Describe the plan for the school officials to provide an annual report to parents, the community, and the authorizer, **separate from the district's annual report to the public**, that demonstrates the progress made by the charter school during any previous academic year in meeting its academic performance objectives. (*See Arkansas Code Annotated 6-23-202.*)

Applicant Response:

In accordance with Arkansas Code Annotated §6-23-202, Farmington Career Academies will plan to provide an annual report to the parents, community, business partners, and the state governing board to discuss the progress made by the charter school. We will advertise and promote an open Town Hall meeting by sending invitations to parents, community members, business partners, the school board, and representatives of the state governing board. We will also provide a written report that will be posted on the district website, sent to business partners and also the state governing board.

This report will include the school's progress in meeting academic objectives such as performance on state mandated evaluations such as PARCC and the Biology EOC, national standardized test scores such as the ACT, PSAT, and AP exams, and the school's graduation rate. These measurements will help determine our progress in meeting our goals and objectives. We will also use the measurements to make adjustments where needed to make improvements to policies, instruction, and personnel placement. The Farmington Career Academies will also time for questions, feedback, and suggestions during the Town Hall meeting.

We will also report local success stories and celebrate individual student achievement and accomplishments.

12. Describe the enrollment criteria and student admission, recruitment and selection processes for the proposed public charter school.

Applicant Response:

All students that are current residents of the Farmington School District will be eligible to attend the Farmington Career Academies. Students will be allowed to transfer to the Farmington Career Academies via the School Choice and legal transfer process, just as they are currently able to obtain admission to Farmington High School.. If the school enrollment cap is approached, the Farmington School District shall petition the state's charter authorizer to raise the enrollment cap.

If this application is granted then the Farmington Career Academies will publicize in the local newspapers, on its website, and by other means of communication to current FSD students and families. The main recruitment will begin in the 9th grade through the required Keystone course in which students will make a six-year plan and map out their career pathway. Once this plan is completed then students will be placed within one of the three proposed academies based upon their career interest. This process will help students start on their pathway to gaining the experience and skills to pursue their field of choice. We believe that based upon this success that "word of mouth" advertising will be our best resource.

It is affirmed that a random, anonymous student selection method will be utilized in the event that more students apply for admission to the public charter school than can be accommodated under the terms of the charter.

☒ Yes

☐ No

13. Name any district personnel, 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:

Neither the Farmington School District nor the proposed Farmington Career Academies have any personnel that have prior involvement in the operation of charter schools.

14. Summarize the job descriptions of the school administrator(s) 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:

Administration (Principal, Assistant Principal, Dean of Students)

Act as chief executive operating officer of the school and carry out the School and District Missions
Hire/terminate faculty and staff
Evaluate faculty and staff through the TESS system
Monitor the status of resources in order to fulfill the School and District's missions
Ensure facility maintenance and security
Oversee the implementation of approved curriculum
Monitor student academic achievement on a regular basis
Qualifications: An advanced degree and licensure in the field of education are required. Administrators should have strong leadership ability and substantive experience.

Counselors (Two counselors)

Aid students in understanding, choosing, and moving forward with a post-secondary plan
Assist students in course scheduling and individual course selection in order to successfully complete graduation requirements
Disseminating and clarifying graduation requirements
Counsel students and/or faculty especially in crisis situations
Qualifications: A Bachelor's degree, a current teaching license with an endorsement for Counseling and experience within the field of education are required for the position of counselor.

Teachers:

Conduct classroom instruction
Work collaboratively with colleagues to plan and teach assigned courses
Manage and maintain an environment and atmosphere conducive to learning
Differentiate instruction to help students all students learn
Attend required type and amount of professional development
Meet with grade level and discipline professional learning community groups to plan common formative assessments and too assess student learning both vertically and horizontally
Establish and maintain strong professional relationships with both colleagues and students
Qualifications: Instructors must be considered Highly Qualified and hold a valid Arkansas Teaching License. An exception may be made for licensed career professionals teaching a specialty course that is allowed through waiver exemption.

Academy Directors (One director over each academy--three in total)

Perform the expected teacher duties as listed above
Coordinate a culminating event service project that is unique to the particular interests of their career academy
Coordinate the schedule of the proposed remediation/enrichment activities (proposed by our late start waiver request)
Oversee the assigning of students to advisory teachers within their academy
Facilitate business mentors that will meet once per month with student groups
Help ensure accountability of assigned tasks to academy faculty members
Serve on the Farmington Career Academy Leadership team to review and revise policies and practices
Qualifications: Must meet the teacher requirements listed above and exhibit strong leadership skills and receive approval from the administration.

15. It is affirmed that the public charter school will participate in the Arkansas Public School Computer Network, as required by state statute and by State Board of Education rule, for reporting **both education data and financial data**, including grant funds or private donations received directly by the charter school.

☒ Yes

☐ No

16. Describe the facilities to be used. Give the present use of the facility and its use for the past three years.

Applicant Response:

Farmington High School is located along Main Street in the middle of Farmington. The main building houses school administrative offices, classrooms, and a Commons/Kitchen area. Another hallway in a separate building to the south contains a separated hallway which contains an isolated classroom section for a Freshmen Academy and classrooms for 10th-12th grades in the other section. A gymnasium, dressing rooms, and physical education building is attached to this hallway. To the north of the main building is another separated hallway (J Hall) that contains classrooms devoted to art, drama, choir, and EAST. This building is shared with Northwest Arkansas Community College that leases classrooms to provide coursework opportunities for our seniors and community members. To the west of the main building, across Double Springs Road, is a field house which contains a weight room, dressing rooms for football, and a band room. A football stadium is also located in this vicinity as well as a shop area for agriculture and mechanical classes. These facilities have been used in this capacity for at least the last three years.

Currently, a new facility is being constructed about two miles south of the current high school. Phase One of this building project will be a Performing Arts Center (with a theater, stage, band room, choir room, and rehearsal room) and a new gymnasium. This phase is scheduled to be completed in January 2015. Phase Two will consist of classrooms and a Commons/Kitchen area which will house the Farmington Career Academies (10th-12th grades). Phase Three of this building project will consist of an attached shop area and football stadium.

The facility will comply with all requirements for accessibility in accordance with the Americans with Disabilities Act (ADA) and Individuals with Disabilities Education Act (IDEA) and all other state and federal laws and local zoning ordinances.

☒ Yes

☐ No

If the facility does not currently meet these requirements, provide a list of items that will need to be addressed to bring the facility into compliance. Also include a statement of permissible uses for the facility from the local zoning authority, and whether there are any alcohol sales within 1,000 feet of the facility.

Applicant Response:

The current facility that is used by Farmington High School will be the same facility that will be used by the Farmington Career Academies. This facility is in compliance with the ADA, IDEA, and all other state and federal regulations. No additional items will need to be addressed. The proposed new facilities will also be under the district and contractor's oversight to maintain compliance with all state and federal regulations.

The current facility and the proposed building site meets the local zoning authority requirements.

There are no facilities that allow alcohol sales within 1,000 feet of either facility.

17. Describe the manner in which the school will make provisions for food services. State whether the proposed charter school will apply to participate in the federal National School Lunch program or other federal nutrition programs.

Applicant Response:

The Farmington Career Academies will continue to participate in the National School Lunch program just as it has under the title of Farmington High School. The current facility contains a Commons area and we have three lunch periods. Building plans have already been submitted to the state concerning the construction of the new facilities that contain a Commons and Kitchen area with the capacity to provide nutritious breakfasts and lunches to students. These meals will be under the oversight of the Food Service Coordinator employed by the Farmington School District to ensure that the Farmington Career Academies follow all state and federal regulations.

18. 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:

As with any secondary educational institution parental support is critical for overall success. One of the ways to ensure parental and community involvement is merely through communication. The Farmington Career Academies will accomplish this by:

1. Having the administration present the Annual Report to the Public. This report will be announced through the local media outlets (newspaper, website, phone messaging system, etc.) in advance and also video taped and posted to the school website.
2. The Farmington Career Academies will also host different seminars throughout the year for parents to attend and gather information. These nights will include subjects such as financial aid, career planning, employment presentations made by our business partners, and filling out post secondary education applications.
3. Parent/Teacher Conferences will be held at least two times per year.

Other opportunities for involvement will include:

1. Parent and community member involvement in developing the school's ACSIP. This plan will be reviewed by the Arkansas Department of Education and made public on the district website.
2. An advisory group will be comprised of the administration, academy directors, students, parents, and business leaders to examine data such as standardized test scores, graduation rates, and surveys in order to review and revise the policies and practices of the Farmington Career Academies.
3. Seek out input and advice from the Career and Technical Advisory Board which meets at least two times per year.
4. Develop an internship program in which area businesses can help promote on the job experience and training to our seniors.
5. Create opportunities for business a business mentoring program that allows business representatives to meet with small groups of students one time per month to discuss their career field, job skills, professionalism, filling out a resume, and conducting mock job interviews.
6. Coordinate an end-of-the-year event to celebrate the academic and professional accomplishments of our students, acknowledge business partner accomplishments, and share individual success stories.

19. List the provisions of Title 6 of the Arkansas Code Annotated (Education Code), State Board of Education rules, and sections of 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 section number if applicable. **Provide a brief description of the rationale for each waiver requested.**

Applicant Response:

1. Ark. Code Ann. § 6-17-701 et seq.; Section 15.04 of the ADE Rules Governing the Standards for Accreditation, and the ADE Emergency Rules Governing Professional Development:

To the extent that a waiver is necessary, the Applicant requests a waiver of the above-referenced statutes and ADE Rules for the sole purpose of not requiring its non-licensed instructors (see Teacher Licensure waiver request below) to meet the state's teacher professional development requirements.

2. Ark. Code Ann. §6-16-132; Section 9.03.4.9 ("Physical Education") of the ADE Rules Governing the Standards for Accreditation, and Section 7.0 of the ADE Rules Governing Nutrition and Physical Activity Standards and Body Mass Index for Age Assessment Protocols in Arkansas Public Schools:

The applicant is required to teach Physical Education to its students in Grades 9-12 in accordance with the above-referenced statutes and ADE Rules.

The Applicant is asking for a waiver of that requirement in order that curriculum meeting the requirements of the ADE Standards Rules, Arkansas Frameworks and all applicable rubrics may be embedded within another course to be provided by the conversion charter school.

The Applicant ensures that students will receive instruction concerning the required material in the Physical Education class meeting or exceeding all state curriculum requirements, specifically through embedding the course content from its Physical Education class within its Marching Band class.

3. Ark. Code Ann. § 6-16-132: Section 9.03.4.9 ("Physical Education") of the ADE Rules Governing the Standards for Accreditation, and Section 7.0 of the ADE Rules Governing Nutrition and Physical Activity Standards and Body Mass Index for Age Assessment Protocols in Arkansas Public Schools:

The Applicant is required to teach Physical Education to its students in Grades 9-12 in accordance with the above-referenced statutes and ADE Rules.

The Applicant is asking for a waiver of that requirement only for those students that compete on the school's Golf, Volleyball, and Tennis teams, as those sports teams have practice and competitions which

occur outside the school day.

4. Ark. Code Ann. §§6-15-1004, 6-17-302, 6-17-309, 6-17-401, 6-17-902, and 6-17-919; Sections 15.02 and 15.03 of the ADE Rules Governing the Standards for Accreditation; and the ADE Rules Governing Educator Licensure (all concerning Teacher Licensure):

The Applicant is requesting a waiver from the above-listed statutes and rules, to the extent that it may be necessary to hire professionals in the community who possess outstanding credentials and work history in the various areas of coursework provided in the Career Academies, even if they do not possess a teaching license. Any individuals hired as a result of this waiver will meet all other requirements, such as Highly Qualified Teacher status if applicable, and the successful completion of criminal background and Child Maltreatment Registry checks. We see this as a part of the collaboration process between the school district and the community which will further the linkage process created by the school and the district with the community. Internship instructors must also be accounted for in this waiver as this will require many teachers to actively supervise and mentor in various areas of certification. Specifically, we are requesting a waiver for our School Nurse who is a licensed professional (she is an RN) to teach classes about medical professions, medical terminology, and/or anatomy and physiology classes. Additionally, we are requesting that our School Resource Officer that is a member of the Farmington Police Force be allowed to teach an Introduction to Street Law class (upon approval from the ADE). We would also like to request this waiver to account for Internship Instructors to actively supervise and mentor students in various areas of certification. These instructors will be working with manageable numbers of students in this program.

5. Section 10.01.4 ("Planned Instructional Day") of the ADE Rules Governing the Standards for Accreditation:

We propose to modify our schedule to include a late start to classes on Wednesday mornings. We propose to use the 8:00-9:00 hour to provide remediation for students who did not score Proficient or Advanced on state tests OR for classroom remediation within a given subject. This time can also be used to provide a standard make-up testing period so that students can be scheduled to take an exam and not miss instructional time by having to make-up a test during class. We would also like to use this period to provide enrichment opportunities such as tutoring, study hall, ACT Prep, or extra AP instruction. Each block class would be decreased by 15 minutes on that day in order to formulate this late start period. Students that score proficient or advanced on their EOC or Literacy tests (and do not require bus transportation) could begin class at 9:00 AS LONG AS they do not require test make-ups, etc.

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

Applicant Response:

The Farmington School District will continue to comply with all state and federal laws in maintaining a desegregated public school. Currently, the Farmington School District is not under any court orders concerning the desegregation of schools. None of the surrounding schools that might be affected by the Farmington Career Academies enrollment are under any court orders concerning the desegregation of schools.

21. 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:

The leaders of the Farmington Career Academies are committed to ensuring its success. The "easy" part is to start a school, the difficult part is to ensure its sustainability and success. This process takes constant management, self-reflection and when needed revision. To ensure the sustained growth and success of the Farmington Career Academies the leaders will strive to have an annual audit of its programs and measurable such as test scores, graduation rate, and stakeholder surveys.

This data will be reviewed by the academy leadership team which will be comprised of administration, academy directors, parents, students, and local business representatives. Based upon their findings, adjustments and modifications can be made to enhance the programs and instruction. This process creates a continuous cycle of review and revision to help ensure the growth and success of the academies.

The leaders will continue to seek more business partners within the region to help provide input and internship opportunities for our students. This will allow the Farmington Career Academies to continue to develop a working relationship within the business community to address "holes" within instruction or career areas of student interest that may not be formalized within the academy career pathways. Also, with increased partnerships and exposure, this will help part of the advertising campaign of our academies.

The career academy process in Farmington has entered its third year of conceptual development. When starting this journey we had no idea that we would reach this point. After visiting other schools such as Mountain Home, El Dorado, Alma, Ruston, Van Buren, Pea Ridge, and Lincoln, attending the National Career Academy Conference in Phoenix, and listening to numerous academy presentations we feel that this model is what is best for our students.

WASHINGTON COUNTY

ENTERPRISE

WASHINGTON COUNTY ENTERPRISE-LEADER IS A WEEKLY PUBLICATION THAT COMPRISES THE EDITIONS OF THE FARMINGTON POST, THE LINCOLN LEADER AND THE PRAIRIE GROVE ENTERPRISE

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WEDNESDAY, AUG. 20, 2014 • VOLUME 75, NUMBER 34

What's Happening

FARMINGTON

Car Show

A Farmington Car Show to benefit the Farmington Walk to Cure Diabetes will be held 9 a.m. to 1 p.m., Saturday, Aug. 23, at Farmington High parking lot. Registration begins at 7 a.m., with a \$25 entry fee. The show will include food and entertainment for the whole family. 4 Star Auto is giving away a 2005 Iron Horse chopper and a \$10 donation will give a chance to win the chopper, valued at \$55,000. The chopper will be on site at the Car Show.

High School Public Meeting

A public meeting to discuss Farmington High's plan to apply for conversion charter status and its career academies will be held 6 p.m., Monday, Aug. 25 in the high school library. Parents and students are encouraged to attend the presentation. A question and answer period will follow.

Rezoning Request

Public Hearing

hearing 6 p.m., Monday, Aug. 25 on a request to rezone more than two acres at 12514 N. Highway 170 from Residential-Estate 1 to Commercial 1. Owner Sue Bartholomew is requesting the change on behalf of Jerry Coyle and Phil Robinson with C&R Development, which is proposing to use the property for self storage units and RV storage.

School Fundraiser

Farmington Stampede, a 5K run/walk and 1 mile fun run at 8 a.m. on Sept. 6, is set as a fundraiser for Williams Elementary School. Lots of door prizes and awards for different age groups. Register by Aug. 23 to guarantee a race T-shirt. To register and for more information visit farmingtonstampede.weebly.com or farmingtonstampede@gmail.com.

Juvenile Diabetes Yard Sale

A yard sale to benefit Juvenile Diabetes Research Foundation and Farmington Walk to Cure will be held 7

PRAIRIE GROVE

Retirement Reception

A reception honoring Greg Reed, retiring chairman of Arvest Bank in Prairie Grove, will be held 2-4 p.m., Wednesday, Aug. 27 at the bank, 102 E. Buchanan in Prairie Grove. Reed has served Arvest Bank for 28 years.

Collision Center on Main Street in Farmington. For more information, contact Linda, 267-5007.

The Northwest Arkansas Times (Friday, Aug. 8th, 2014)

Meetings/Hearings: 1230

A public hearing will be held at the Farmington High School Library on Monday, August 25th at 6:00 PM to discuss the public conversion charter process. 727.453.00 August 8, 2014

IN THE CIRCUIT COURT OF CRANEHEAD COUNTY, ARKANSAS JUVENILE DIVISION

WEDNESDAY, AUG. 13, 2014 • VOLUME 75, NUMBER 33

WASHINGTON COUNTY ENTERPRISE-LEADER IS A WEEKLY PUBLICATION THAT COMPRISES THE EDITIONS OF THE FARMINGTON POST, THE LINCOLN

School Eyes Charter

FARMINGTON HIGH TO HOST PUBLIC HEARING

By Lynn Kutter
ENTERPRISE-LEADER

FARMINGTON — As part of its new model to use career academies for 10th-12th graders, Farmington High plans to apply to the Arkansas Department of Education to be named a conversion charter school.

A public hearing on the application and how conversion charter status would affect Farmington High will be held 6 p.m., Monday, Aug. 25 in the high school library. A question and answer period will follow the presentation.

Clayton Williams, assistant principal, said a conversion charter would allow the high school to have more flexibility in complying with state rules and laws that apply to a school's operation.

Arkansas has two basic types of public charter schools, according to the Department of Education's website. A conversion school is a public school converted to a public charter school. Conversion schools can only draw students from within the school district's boundaries. This is what Farmington



Purifoy



Williams

The other type of charter school is an open-enrollment public charter school run by a governmental entity, an institution of higher learning or a tax-exempt organization. Haas Hall Academy, which started in Farmington and then moved to Fayetteville, is an example of an open-enrollment public charter school that can draw students from across district boundaries.

Williams said the high school is seeking conversion charter status because its application to be named a School of Innovation was denied earlier this year. If it achieves conversion charter status, then the high school will use this method to implement some of the changes it requested as a School of Innovation.

Jon Purifoy, high school principal, said these changes include allowing non-licensed, but qualified, staff to teach specific courses, such as a police officer teaching a class on law enforcement or a school nurse teaching advanced health. The high school also wants to have a late start on Wednesdays and to be allowed to count marching band toward the one-half physical education credit required for graduation.

The application process for conversion charter is very detailed.

The application is 28 pages long with a Sept. 9 deadline. The Department of Education will review the application and then return it to Farmington High for a response. If the school makes it through this step, officials will meet with the state's Charter Authorizing Panel.

Williams said he thinks the school would know in January if its application is accepted. If approved, Farmington would become a conversion charter public school, effective with the 2015-16 school year. The charter would be in effect for four years and the school is allowed to request amendments to it during

that time.

The high school is committed to its Career Academy model, whether or not it receives a conversion charter, Williams said.

Under the Career Academy concept, students are placed in academies based on their learning styles and their interests. For 2014-15, Farmington High will be more in the "pre-career academy" phase, Purifoy said, noting that the school will implement block-scheduling this year and that will be a big transition for teachers and students.

Farmington High will have three academies that will launch in 2015-16. One will be centered on math and science, another on research and service industries, such as medical, teachers, social workers, and the third will focus on arts and business-related interests.

Each academy will have its own name, with a teacher named as director. This information will be unveiled at the public hearing Aug. 25.

Other parts of the academies will include group service projects, career based activities and partnerships with organizations and business leaders in the community.

CHARTER: Application For Process Very Detailed

CONTINUED FROM PAGE 1A

Enterprise-Leader 5A



HOW DID WE GET HERE?

ARE WE "DOING WHAT'S BEST FOR KIDS"? ...ALL KIDS

- AVERAGE SALARY: HS GRADUATE-\$30,000;
BACHELOR'S DEGREE-\$47,000 (2012)
- POVERTY LINE: \$11,670 FOR ONE PERSON (2014)

HOW DID WE GET HERE?

ARE WE PREPARING OUR STUDENTS FOR LIFE AFTER HIGH SCHOOL?

- LIFE IN A 13 YEAR BUBBLE
- BUSINESSES REQUEST AN EMPHASIS ON JOB SKILLS, PROFESSIONALISM, AND ETHICS

HOW DID WE GET HERE?

HAVE WE GIVEN OUR STUDENTS OPPORTUNITIES TO MAKE GOOD, EDUCATED DECISIONS?

- WHAT IF THEY CHANGE THEIR MIND? 50-70% CHANGE THEIR MAJOR...MOST 3 TIMES
- \$18,000 PER YEAR IN PUBLIC SCHOOLS AND \$41,000 PER YEAR IN PRIVATE SCHOOLS (2013)

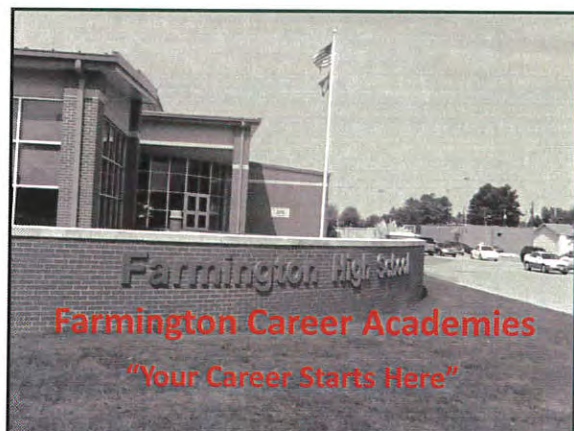
INVESTIGATION


- ABOUT 5 YEARS AGO WE STARTED INVESTIGATING HOW TO ADDRESS THESE ISSUES
- VISITED DIFFERENT SCHOOLS (LINCOLN, EL DORADO, RUSTON, VAN BUREN, AND MOUNTAIN HOME)
- IMPLEMENTATION OF THE FRESHMEN ACADEMY
- MADE MULTIPLE VISITS TO MOUNTAIN HOME CAREER ACADEMIES
- ATTENDED THE 2012 NATIONAL CAREER ACADEMY CONFERENCE
- APPLIED TO BE A DISTRICT OF INNOVATION
- PLAN TO FILE A CONVERSION CHARTER APPLICATION ON SEPTEMBER 9TH

TAKING A JOURNEY THROUGH THE FARMINGTON CAREER ACADEMY

STARTS WITH THE FRESHMEN ACADEMY

- KEYSTONE CLASS—STUDENTS WILL CREATE A SIX-YEAR PLAN
- JOB SHADOWING OPPORTUNITIES
- INTRODUCTION COURSES TO BE A CAREER COMPLETER





Welcome to...

C.O.R.E.

CORE Academy (Career-Oriented and Resource Expert)



CORE Academy

Academy Leader: Pamela House

Business Partnerships: U of A, UAMS, EMS, Washington Regional, local clinics, labs, etc.






Academy #3

Evolving from our Business program

Careers based in:

- Business, Logistics, Arts, Management, and Broadcast Journalism

"a person who excels at a particular activity"



Welcome to...



Arts, Communication, Entrepreneurial

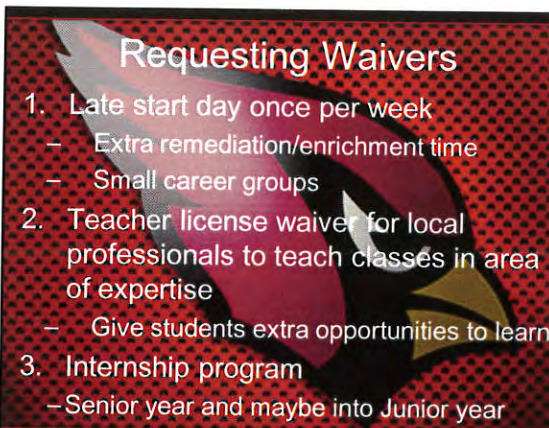


ACE Academy

Academy Leader: Stefanie Earnheart

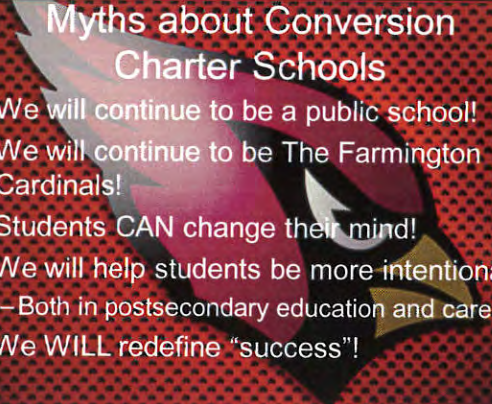
Business Partnerships: U of A, Wal-Mart, Tyson, JB Hunt





Requesting Waivers

1. Late start day once per week
 - Extra remediation/enrichment time
 - Small career groups
2. Teacher license waiver for local professionals to teach classes in area of expertise
 - Give students extra opportunities to learn
3. Internship program
 - Senior year and maybe into Junior year



Myths about Conversion Charter Schools

- We will continue to be a public school!
- We will continue to be The Farmington Cardinals!
- Students CAN change their mind!
- We will help students be more intentional!
–Both in postsecondary education and career
- We WILL redefine “success”!



Farmington Career Academies
“50% may go to college but 100% will
enter a career...Your Career Starts Here”

UVALDE LINDSEY

SENATOR
4TH DISTRICT
OFFICE: 479-444-6752
uvalde.lindsey@gmail.com

2257 GENTLE OAKS LANE
FAYETTEVILLE, ARKANSAS 72703



**THE SENATE
STATE OF ARKANSAS**

VICE-CHAIR:
JOINT PERFORMANCE REVIEW

MEMBER:
LEGISLATIVE COUNCIL
JOINT BUDGET
EDUCATION
CITY, COUNTY & LOCAL AFFAIRS
RULES, RESOLUTIONS & MEMORIALS

September 8, 2014

Arkansas Department of Education
ATTN: Charter School Authorizing Panel
4 Capitol Mall, Mail Slot 3
Little Rock, Arkansas 72201

Dear Panel Members:

It is my pleasure to write this letter of support as Farmington Public Schools submits a district conversion charter application to the Arkansas Department of Education. The community supports this measure, which will give the school district an opportunity to offer students more creative approaches to learning. It is my hope those with the power to do so will give this application every possible consideration.

Thank you for your time and attention in this matter. If I can be of further assistance in any way, please do not hesitate to contact me.

Sincerely,

A handwritten signature in blue ink that reads "Uvalde Lindsey".

Uvalde Lindsey
State Senator
District 4

UL:lag



354 W. Main Street
P.O. Box 150
Farmington, AR 72730
479-267-3865
479-267-3805 (fax)

September 8, 2014

Re: Conversion Charter

To: Bryan Law , Supt of Farmington Schools

Dear Bryan:

The purpose of this letter is advise you that I fully support the Conversion Charter.

It is very important that we prepare our students for the future and that we address the needs and interests of every student, not just the AP, gifted or smart.

I think it is also important for our students to have more opportunities to experience their career of interest through internships and licensed professionals teaching classes. This will allow the students to experience their career before they graduate.

I strongly believe that this will be a valuable tool for our students. I am more than willing to participate and I support this program 100%.

Sincerely,

Ernie L Penn

Mayor

City of Farmington



FARMINGTON CHAMBER OF COMMERCE

www.farmingtonchamberofcommerce.com

September 4, 2014

TO WHOM IT MAY CONCERN

I am writing this letter of support for the Farmington High School Conversion Charter to become a Career Academy. I work very closely with Farmington Schools and see their commitment to bringing the very best opportunities to their students.

The Conversion Chart would allow Farmington High School implement Career Academies for the students. The businesses in Farmington area are committed to helping the school prepare students for life after graduation and providing local businesses with a higher quality workforce.

Superintendent Law has presented the desire and progress of the High School to develop Career Academies, impressing upon the businesses the role they could play in helping prepare Farmington students for a successful career and future. The businesses were very impressed with the concept and eager to participate. Career Academies would allow the businesses to have a stake in the future workforce.

The Farmington Area Chamber of Commerce believes Farmington High School would successful implementing a Career Academy that will prepare students for a successful life after graduation.

Sincerely,

A handwritten signature in blue ink, appearing to read "Jodi Hendricks", written in a cursive style.

Jodi Hendricks
President
Farmington Area Chamber of Commerce

I would like to show my support for
Farmington High Schools' decision to
submit the Conversion Charter
Application by signing my name below



1. WADE CASM
2. Michael Mason
3. Mark R. Lincoln
4. Stephanie Inkertop
5. Tim Strope
6. Li-Lai
7. John Williams
8. Bob Ellis
9. Bob Ellis
10. Bob Ellis
11. Bob Ellis
12. Bob Williams
13. Bob Ellis
14. Deborah McElhamon
15. Ally Sampson
16. Stefanie Cookhart
17. Mike Smith
18. Jedediah Beall
19. Nellie Beall
20. Becky Robins
21. Emily J. Stewart
22. Kathy Rogers
23. Jeff Rogers
24. Sarah Smith
25. Jeff R. Trip
26. Benjamin
27. Mike Collins
28. Jackie Lambell
29. Karl Van
30. Lisa Gordenhrie
31. Dan R. Kline
32. Mary Jane Silva

33. Sheila Fitts
34. Lisa Melnicki
35. Frank Gaudery
36. Mary Susan Smith
37. Paula Bond
38. Chris Boehm
39. Kristie Rice
40. Amanda Campbell
41. Amy Locke
42. Regina Roodman
43. Katy Cleveland
44. Kristy Halper
45. Rachel Byrd
46. Krista Peten
47. Karie Sutton
48. Chiti Galloway
49. Kristy
50. Kim Gollom
51. Heidi Goren
52. Don Gollom
53. Dyrne Gollom
54. Dean Geday
55. Whitney Gollom
56. Tina Storm
57. Lisa Charvis
58. Lee Daniels
59. Linda K. Kline
60. L. K. Kline
61. Mandy Crowley
62. Becky Mann
63. Katie Meller
64. Cathy Herndon

65. Erin Fletcher
 66. Sarah McNamee
 67. ~~Heather Ricker~~
 68. ~~Jacelynn~~
 69. ~~Spencer~~
 70. ~~Brian~~
 71. Paula Mueller
 72. Brandi Short
 73. Margaret Farnsworth
 74. ~~Shanna~~
 75. Beatty Duvall
 76. Polly Beatty
 77. Karen Bradley
 78. John C. Reger
 79. ~~Erin~~
 80. ~~Ben~~
 81. ~~Scott~~
 82. ~~Wanda~~
 83. ~~Heather~~
 84. ~~Heather~~
 85. ~~Shawn~~
 86. ~~Wendy~~
 87. ~~Breanne~~
 88. ~~Tracy~~
 89. ~~Tracy~~
 90. ~~Tracy~~
 91. ~~Tracy~~
 92. Tracy Terhune
 93. ~~Becky~~
 94. ~~Dawn~~
 95. ~~Dawn~~
 96. ~~Cassi~~
 97. ~~Joe~~
 98. ~~Joe~~

99. ~~Joe~~
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2015-2016 Proposed School Calendar

August	7	Principal's Discretion PD Day
	10-14	Professional Development Days
	17	School Begins
September	7	Labor Day Holiday, No Classes
	22	Parent Teacher Conferences, 3:30-7:00 PM
	24	Parent Teacher Conferences, 3:30-6:30 PM
	25	Professional Development Day, No Classes
October	16	First Quarter Ends (43 Days)
	19	Second Quarter Begins
November	25-27	Thanksgiving Holidays, No Classes
December	18	Second Quarter Ends (42 Days)
	18	1 st Semester Ends (85 Days)
December	21-Jan. 1	Christmas Holidays, No Classes
January	4	Third Quarter Begins
	18	MLK Holiday, No Classes (PD Flex Day)
February	15	President's Day, No Classes (PD Flex Day)
March	11	Third Quarter Ends (48 Days)
	14	Fourth Quarter Begins
	15	Parent Teacher Conferences 3:30-7:00 PM
	17	Parent Teacher Conferences 3:30-6:30 PM
	21-25	Spring Break, No Classes
May	22	Fourth Quarter Ends (45 Days)
	22	Second Semester Ends (93 Days)
	25	Professional Development Flex Day (Or after the last student day)
	25-29	Built in snow days to be used if needed

**Proposed 2015-16
AB Block Bell Schedule**

	Period 1A/1B 8:00-9:30 (90 minutes)	
	Class change --- 5 minutes ----	
	Period 2A/2B 9:35-11:00 (85 minutes)	
	Class change --- 5 minutes---	
1st Lunch 11:00-11:35 (35 minutes)	Period 3 A/3B (9 th grade) 11:05-11:50 (45 minutes)	Period 3A/3B 11:05-12:30 (85 minutes)
Period 3A/3B 11:40--1:05 (85 minutes)	9th grade 2nd Lunch 11:50-12:20 (30 minutes)	3rd lunch 12:30-1:05 (35 minutes)
	Period 3A/3B 12:25-1:05 (40 minutes)	
	Class change ----5 minutes---	
	ENCORE 20 Minutes (1:10-1:30)	
	Class Change—5 minutes	
	Period 4A/4B 1:35-3:00 (85 minutes)	

**Proposed 2015-16
Late Start Wednesday Schedule**

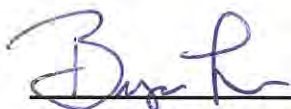
	Remediation/Enrichment 8:00-9:00 (60 minutes)	
	Class change --- 5 minutes ----	
	Period 1A/1B 9:05-10:25 (80 minutes)	
	Class change --- 5 minutes---	
	Period 2A/2B 10:30-11:45 (75 minutes)	
	Class change ----5 minutes---	
1st Lunch 11:45-12:15 (30 minutes)	Period 3 A/3B (9 th grade) 11:50-12:30 (40 minutes)	Period 3A/3B 11:50-1:05 (75 minutes)
Period 3A/3B 12:20-1:35 (75 minutes)	9th grade 2nd Lunch 12:30-1:00 (30 minutes)	3rd lunch 1:05-1:35 (30 minutes)
	Period 3A/3B 1:05-1:35 (30 minutes)	
	Class Change—5 minutes	
	Period 4A/4B 1:40-3:00 (80 minutes)	

**2014 APPLICATION
DISTRICT CONVERSION PUBLIC CHARTER SCHOOL
STATEMENT OF ASSURANCES**

The signature of the superintendent of the school district proposing the public charter school certifies that the following statements are and will be addressed through policies adopted by the public charter school; and, if the application is approved, the local board, administration, and staff of the district conversion public charter school shall abide by them:

1. The information submitted in this application is true to the best of my knowledge and belief.
2. The district conversion 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.
3. In accordance with federal and state laws, the district conversion 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.
4. Any educator employed by a school district before the effective date of a charter for a district conversion public charter school operated at a school district facility shall not be transferred to or employed by the public charter school over the educator's objection.
5. The district conversion 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 district conversion 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 any other qualified employee of the school district is covered.
7. The district conversion 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.

8. The employees and volunteers of the district conversion public charter school are held immune from liability to the same extent as other school district employees and volunteers under applicable state laws.
9. The district conversion public charter school shall be reviewed for its potential impact on the efforts of a public school district to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.
10. The applicant confirms the understanding that certain provisions of state law shall not be waived. The district conversion 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
 - (g) Health and safety codes as established by the State Board of Education and local governmental entities.
11. 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.



Signature of Superintendent of School District

9/3/14

Date

Bryan Law

Printed Name

2013 ESEA Information

Farmington Career Academies

Farmington School District

District:FARMINGTON SCHOOL DISTRICT **Superintendent:**BRYAN LAW
School:FARMINGTON SCHOOL DISTRICT Principal:
LEA:7202000 Grades:K-12
Address:42 S. DBL SPRINGS RD Enrollment:2283
FARMINGTON, AR 72730 Attendance (3 QTR AVG):96.81
Phone:479-266-1800 Poverty Rate:39.12

OVERALL SCHOOL STATUS: **NEEDS IMPROVEMENT**

PERCENT TESTED

PERCENT TESTED STATUS: ACHIEVING						
	LITERACY			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	1239	1243	99.68	1431	1434	99.79
Targeted Achievement Gap Group	602	604	99.67	673	675	99.70
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	30	30	100.00	30	30	100.00
Hispanic	91	91	100.00	109	109	100.00
White	1087	1091	99.63	1257	1260	99.76
Economically Disadvantaged	539	541	99.63	606	608	99.67
English Language Learners	52	52	100.00	60	60	100.00
Students with Disabilities	144	144	100.00	152	152	100.00

STUDENT PERFORMANCE -- LITERACY

LITERACY STATUS: NEEDS IMPROVEMENT										
	STATUS PERFORMANCE -- LITERACY					GROWTH PERFORMANCE -- LITERACY				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	970	1177	82.41	84.05	91.00	654	807	81.04	82.28	93.00
Targeted Achievement Gap Group	390	555	70.27	72.38	91.00	257	367	70.03	71.91	93.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	2854	3470	82.25	84.05	91.00	1962	2407	81.51	82.28	93.00
Targeted Achievement Gap Group	1100	1578	69.71	72.38	91.00	760	1078	70.50	71.91	93.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American	21	28	75.00	71.02		9	16	56.25	63.54	
Hispanic	56	83	67.47	73.33		39	52	75.00	74.24	
White	869	1037	83.80	85.23		595	726	81.96	83.50	
Economically Disadvantaged	366	494	74.09	76.66		249	336	74.11	74.84	
English Language Learners	23	45	51.11	70.43		14	23	60.87	61.81	
Students with Disabilities	46	138	33.33	37.33		24	80	30.00	39.39	

STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS: NEEDS IMPROVEMENT										
	STATUS PERFORMANCE -- MATHEMATICS					GROWTH PERFORMANCE -- MATHEMATICS				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	1154	1358	84.98	87.98	92.00	573	807	71.00	79.12	81.00
Targeted Achievement Gap Group	466	618	75.40	80.89	92.00	217	367	59.13	70.48	81.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	3441	4001	86.00	87.98	92.00	1780	2407	73.95	79.12	81.00
Targeted Achievement Gap Group	1396	1804	77.38	80.89	92.00	688	1078	63.82	70.48	81.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American	20	28	71.43	67.74		9	16	56.25	63.54	
Hispanic	69	98	70.41	80.93		35	52	67.31	69.70	
White	952	1106	86.08	88.86		523	726	72.04	80.22	
Economically Disadvantaged	438	553	79.20	83.06		211	336	62.80	73.27	
English Language Learners	35	53	66.04	80.95		12	23	52.17	65.28	
Students with Disabilities	64	145	44.14	57.48		21	80	26.25	44.81	

2012 SCHOOL GRADUATION RATE

GRADUATION RATE STATUS: ACHIEVING					
	2012 SCHOOL GRADUATION RATE				
ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	90TH PCTL
All Students	146	154	94.81	84.57	94.00
Targeted Achievement Gap Group	55	59	93.22	82.96	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	90TH PCTL
All Students	399	449	88.86	84.57	94.00
Targeted Achievement Gap Group	137	156	87.82	82.96	94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	
African American				79.17	
Hispanic				76.19	
White	136	143	95.10	84.98	
Economically Disadvantaged	46	50	92.00	83.33	
English Language Learners				16.67	
Students with Disabilities	13	13	100.00	80.77	

District: FARMINGTON SCHOOL DISTRICT	Superintendent: BRYAN LAW
School:FARMINGTON HIGH SCHOOL	Principal:ROBERT ECHOLS
LEA:7202006	Grades:09-12
Address:278 W. MAIN	Enrollment:679
FARMINGTON, AR 72730	Attendance (3 QTR AVG):96.07
Phone:479-266-1863	Poverty Rate:32.55

OVERALL SCHOOL STATUS: **NEEDS IMPROVEMENT**

PERCENT TESTED

PERCENT TESTED STATUS: ACHIEVING						
	LITERACY			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	152	153	99.35	314	314	100.00
Targeted Achievement Gap Group	63	63	100.00	130	130	100.00
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American						
Hispanic				26	26	100.00
White	136	137	99.27	277	277	100.00
Economically Disadvantaged	57	57	100.00	120	120	100.00
English Language Learners				12	12	100.00
Students with Disabilities	17	17	100.00	25	25	100.00

STUDENT PERFORMANCE -- LITERACY

LITERACY STATUS: NEEDS IMPROVEMENT					
	STATUS PERFORMANCE -- LITERACY				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	114	149	76.51	80.46	91.00
Targeted Achievement Gap Group	36	62	58.06	62.58	91.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	337	444	75.90	80.46	91.00
Targeted Achievement Gap Group	91	163	55.83	62.58	91.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO	
African American				16.67	
Hispanic				52.38	
White	103	133	77.44	82.10	
Economically Disadvantaged	35	56	62.50	72.92	
English Language Learners				16.67	
Students with Disabilities	6	17	35.29	16.67	

STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS: NEEDS IMPROVEMENT					
	STATUS PERFORMANCE -- MATHEMATICS				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	248	301	82.39	81.12	92.00
Targeted Achievement Gap Group	89	122	72.95	76.97	92.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	703	863	81.46	81.12	92.00
Targeted Achievement Gap Group	269	364	73.90	76.97	92.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO	
African American				68.75	
Hispanic	16	25	64.00	82.14	
White	226	266	84.96	81.23	
Economically Disadvantaged	83	112	74.11	76.93	
English Language Learners	8	11	72.73	83.33	
Students with Disabilities	13	24	54.17	65.05	

2012 SCHOOL GRADUATION RATE

GRADUATION RATE STATUS: ACHIEVING					
	2012 SCHOOL GRADUATION RATE				
ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	90TH PCTL
All Students	146	154	94.81	84.57	94.00
Targeted Achievement Gap Group	55	59	93.22	82.96	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	90TH PCTL
All Students	399	449	88.86	84.57	94.00
Targeted Achievement Gap Group	137	156	87.82	82.96	94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	
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Hispanic				76.19	
White	136	143	95.10	84.98	
Economically Disadvantaged	46	50	92.00	83.33	
English Language Learners				16.67	
Students with Disabilities	13	13	100.00	80.77	

Charter Authorizing Panel Decision Letter

Fountain Lake Charter High School

Fountain Lake School District



ARKANSAS DEPARTMENT OF EDUCATION

November 21, 2014

Tony Wood
Commissioner

State Board
of Education

Sam Ledbetter
Little Rock
Chair

Toyce Newton
Crossett
Vice Chair

Dr. Jay Barth
Little Rock

Joe Black
Newport

Kim Davis
Fayetteville

Alice Mahony
El Dorado

Mireya Reith
Fayetteville

Vicki Saviers
Little Rock

Diane Zook
Melbourne

Mr. Brad Sullivan
Fountain Lake School District
4207 Park Avenue
Hot Springs, Arkansas 71901

RE: Notice of Charter Authorizing Panel Decision
Fountain Lake Charter High School

Dear Mr. Sullivan:

On November 20, 2014, the Charter Authorizing Panel met and approved the application for Fountain Lake Charter High School. Ark. Code Ann. § 6-23-702(b)(2)(A) allows charter applicants and affected school districts **to request** that the State Board of Education review a final decision of the Charter Authorizing Panel. A request must state the specific reasons that the board should review the decision.

Ark. Code Ann. § 6-23-703(a) requires the State Board of Education to consider requests for review of Charter Authorizing Panel decisions at its next meeting after the decisions are made. Therefore, a review **request** must be submitted, via email, no later than **4:00 p.m. on Tuesday, November 25, 2014**, in order for the request to be included in the State Board of Education agenda materials for the meeting on December 11, 2014. 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 November 13, and, at that time, the board will determine whether or not to review the panel's decision. If the State Board decides to review the panel's decision, the review will take place at a later meeting.

Let me know if you have any questions. I can be reached by phone at (501) 682-4240 or by email at cindy.hogue@arkansas.gov.

Sincerely,

Cindy Hogue, Director
Office of Educational Options

C: Mr. Darin Beckwith, Superintendent, Fountain Lake School District

Fountain Lake Charter High School Summary

Fountain Lake Charter High School

Fountain Lake School District

Fountain Lake Charter High School

School District: Fountain Lake School District
Grade Levels: 9-12
Student Enrollment Cap: 800
Address of Proposed Charter: 4207 Park Avenue, Hot Springs, 71901

Mission Statement

The mission statement of the Fountain Lake Charter High School is "Graduate Every Student Prepared for Success".

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

- None noted

Documentation Provided in Support of the Charter

Letters of Support Included in Application

John A. Hogan	President, National Park Community College
Neal Harrington	Owner, Express Employment Professionals
Jim Fram	President and CEO, Greater Hot Springs Chamber of Commerce
Alan Clark	State Senator, District 13
Ashley and David Twiggs	Parents

ADE Evaluation and Applicant Responses

Fountain Lake Charter High School

Fountain Lake School District

Fountain Lake Charter High School

PART A - GENERAL INFORMATION

School District: Fountain Lake School District

Grade Levels: 9-12

Enrollment Cap: 800

Address of Proposed School: 4207 Park Avenue, Hot Springs, AR 71901

PRE-APPLICATION MATERIALS

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

Evaluation Criteria:

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

Fully Responsive

PART B EXECUTIVE SUMMARY

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

Evaluation Criteria:

A mission statement (with content to be evaluated for Prompt #2 of Part C)

The key programmatic features of the proposed charter school

Fully Responsive

PART C NARRATIVE DESCRIPTION OF THE PROPOSED CHARTER

C1: PUBLIC HEARING RESULTS

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

Evaluation Criteria:

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

Fully Responsive

C2: MISSION STATEMENT

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

Evaluation Criteria:

- A mission statement that is clear and succinct

Fully Responsive

Concerns and Additional Questions

C3: EDUCATIONAL NEED

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

Evaluation Criteria:

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

Fully Responsive

C4: ACADEMIC ACHIEVEMENT GOALS

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

Evaluation Criteria:

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

Partially Responsive-FULLY RESPONSIVE (BASED ON RESPONSE) Concerns and Additional Questions

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.

The mission of the Fountain Lake Charter High School is to “Graduate Every Student Prepared for Success”. Every student will have a Personalized Success Plan (PSP) and be engaged in a career pathway. As a part of the PSP the student, parent and advisor will participate in a formal conference as needed to ensure that progress is being made towards their desired career goal. Within this plan data will be used to document progress towards that goal. The data used for this plan will include but not be limited to academic achievement, Explore, Plan and ACT scores, NWEA, Interest Inventories, high school and college transcripts, internship hours, industry certifications and any other pertinent information that would give direction to success for that individual student.

The goal of the district is to meet or exceed the state average on the Next Generation Assessment, increase the number of students reaching all college and career readiness benchmarks on the ACT, and increase the number of students involved in career

internships, college hours and industry certification programs. The district understands that our students will be competing globally for jobs and we will need to understand how our students compare to students across the state, nation and world. As a district we are committed to preparing all students for success and will use all available resources to make that happen.

C5: 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
- Specific reasons that the school would be viable
- A description of the length of school day and school year that meets minimum state requirements

Fully Responsive

Concerns and Additional Questions

Provide an example of a daily schedule that includes the pathways and describe what a typical day would look like for a charter student.

An individual student's daily schedule will be determined by their PSP. For instance, the following table shows the coursework a typical senior at FLCHS might experience during their last year of high school:

12th Grade	Period	1st Semester	2nd Semester
	1st	Math (Pathway Focused) Examples of Possible Pathway Specific Math for Seniors... <ul style="list-style-type: none"> • Computer Science Pathway- Algebra III or College Algebra or AP Calculus • Advanced Academic Pathway- AP Calculus or College Algebra • Criminal Justice Pathway- Algebra III or College Algebra • Machine Tool Technology Pathway- Algebra III or TBD 	Math (Pathway Focused) Examples of Possible Pathway Specific Math for Seniors... <ul style="list-style-type: none"> • Computer Science Pathway- Algebra III or College Algebra or AP Calculus • Advanced Academic Pathway- AP Calculus or College Algebra • Criminal Justice Pathway- Algebra III or College Algebra • Machine Tool Technology Pathway- Algebra III or TBD
	2nd	English	English
	3rd	Science (Pathway Focused) Examples of Possible Pathway Specific Science for Seniors... <ul style="list-style-type: none"> • Biomedical Science Pathway- AP Chemistry and/or AP Biology • Aeronautics Pathway- Physics • Engineering Pathway- Physics or AP Physics • Clean Energy Technology Pathway-Environmental Science 	Science (Pathway Focused) Examples of Possible Pathway Specific Science for Seniors... <ul style="list-style-type: none"> • Biomedical Science Pathway- AP Chemistry and/or AP Biology • Aeronautics Pathway-Physics • Engineering Pathway-Physics or AP Physics • Clean Energy Technology Pathway-Environmental Science
	4th	Capstone/Senior Project	Capstone/Senior Project
	5th	Career Pathway Elective 3 (On Campus or at NPTC)	
	6th	Career Pathway Elective 4 (On Campus or at NPTC)	
	7th	Activity	

C6: CHARTER MODEL

Evaluation Criteria:

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

Fully Responsive

C7: AUTONOMY

Evaluation Criteria:

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

Fully Responsive

C8: SCHOOL IMPROVEMENT PLAN

Evaluation Criteria:

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

Fully Responsive

C9: 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 Common Core State Standards.

Evaluation Criteria:

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

Fully Responsive

C10: 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 those areas for which a waiver is requested**:

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

Fully Responsive

Concerns and Additional Questions

Confirm that the charter will comply with all state and federal special education regulations.

Fountain Lake Charter High School will comply with all state and federal special education regulations.

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, **separate from the district's annual report to the public**, that outlines the school's progress;
- A plan for dissemination of the annual report to appropriate stakeholders

Fully Responsive

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 provide assurances for a random, anonymous lottery selection process.

Evaluation Criteria:

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

Fully Responsive

C13: PRIOR CHARTER INVOLVEMENT

Evaluation Criteria:

- A complete Prior Charter Involvement Template for each individual connected with the propose 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 administrator(s) and other key personnel. This section should also describe the professional qualifications which will be required of employees.

Evaluation Criteria:

- A job description for the school administrators and other key personnel, including but not limited to counselors, 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

Fully Responsive

Explain if the professional qualifications listed for all of the positions are minimum qualification, or desired qualifications.

The qualifications listed on each of the specific job positions are desired because in specific circumstances, the pool of applicants may be limited for specialty areas. All certified staff positions will meet the minimum requirements set forth by the ADE.

C15: 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

C16: FACILITIES

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

Evaluation Criteria:

- An identified facility appropriate to meet the needs of the school over the term of its charter
- A realistic plan for remodeling or adapting a facility, if necessary, to ensure that it is appropriate and adequate for the school's program, the school's targeted population, and the public
- Evidence that the school understands the costs of securing and improving a facility and has access to the necessary resources to fund the facility plan
- A sound plan for continued operation, maintenance, and repair of the facility

Fully Responsive

C17: 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

C18: 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
- A proposal that involves the parents of students, employees and the broader community in
- carrying out the terms of the charter

Fully Responsive

C19: WAIVERS

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

Evaluation Criteria:

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

SEE LEGAL COMMENTS

C20: DESEGREGATION ASSURANCES

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

Evaluation Criteria:

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

SEE LEGAL COMMENTS

C23: SUSTAINABILITY OF THE PROGRAM

The Sustainability section should describe the applicants' 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

Legal Review of Waivers Requested

Fountain Lake Charter High School

Fountain Lake School District

**Fountain Lake Charter High School
Waivers Requested in Original Application
2014 District Conversion Application**

1. Keyboarding and Career Orientation (withdrawn)

Section 9.03.3.9 (“Career and Technical Education ”) of the ADE Rules Governing the Standards for Accreditation

The Fountain Lake Middle School is required to teach the Career and Technical Education curriculum requirements as separate classes (such as Keyboarding and Career Orientation) to its 7th and 8th grade students

To prepare students for the Charter High School experience, the applicant is asking for a waiver of that requirement in order that curriculum meeting the requirements of the ADE Standards Rules, Arkansas Frameworks and all applicable rubrics may be embedded within other courses to be provided by the conversion charter school, and/or teach certain courses in the manner listed below. The applicant ensures that students will receive instruction concerning the required material in the Career and Technical Education classes meeting or exceeding all state curriculum requirements through embedding the curriculum within the students' required coursework. Specifically, the Applicant requests to embed the course content of the Career Orientation class into other portions of the Middle School curriculum; introduce the Family Consumer Science course at the eighth (8th) grade level; and introduce the Survey of Ag Science course at the eighth (8th) grade level. This waiver is needed to help students in the seventh and eighth grades be better prepared to participate in, and derive the most educational benefit from, the Fountain Lake Charter High School. Although the seventh and eighth grades are not part of this application, the applicant strongly believes that the ability to present the Career and Technical Education curriculum to those students in the manner set forth in the waiver request will help provide a valuable link from the Charter Middle School to the Charter High School.

Legal Comments: The standard imposes a requirement for grades 5-8. The applicant seeks a charter for grades 9-12. The authorizer cannot grant a waiver for grades the charter will not serve.

Response: *The Fountain Lake School District wishes to withdraw this waiver request.*

Remaining Issues: None

2. Oral Communications

Section 9.03.4.1 (“Language Arts”) of the ADE Rules Governing the Standards for Accreditation

The Fountain Lake School District is required to teach Oral Communication as a separate class. The Applicant is asking for a waiver of that requirement in order that the curriculum meets requirements of the ADE Standards Rules, Arkansas Frameworks and all applicable rubrics may be embedded within other courses to be provided by the conversion charter school. The Applicant ensures that students will receive instruction concerning the required material in the Oral Communication class meeting or exceeding all state curriculum requirements through embedding

the curriculum within the students' required coursework.

Legal Comments: None

Remaining Issues: None

3. Health

Section 9.03.4.9 (“Health and Safety Education”) of the ADE Rules Governing the Standards for Accreditation

The Fountain Lake Charter High School is required to provide a one-half unit Health and Safety Education course to meet the requirements of this Standard. The applicant is asking for a waiver of that requirement in order that curriculum meeting the requirements of the ADE Standards Rules, Arkansas Frameworks and all applicable rubrics may be embedded within other courses to be provided by the conversion charter school. The applicant ensures that students will receive instruction concerning the required material in the Health and Safety Education class meeting or exceeding all state curriculum requirements through embedding the curriculum within the students' required coursework. Specifically, the Applicant desires to embed the course content from the Health and Safety class within its Biology course.

Legal Comments: None

Remaining Issues: None

4. Instructional Day

Section 10.01.4 (“Planned Instructional Day”) of the ADE Rules Governing the Standards for Accreditation

Due to the unique nature of the Fountain Lake Charter High School's educational offerings as outlined in this application, the applicant is requesting a waiver of the Planned Instructional Day requirements. The curricular offerings of the high school, while meeting all curriculum requirements, may be capable of being provided in less than thirty (30) hours per week.

Legal Comments: Rationale should be provided as to why this waiver is necessary to achieve the Applicant's goals. In order to effectuate this waiver, waiver of Ark. Code Ann. § 6-16-102 is also necessary.

Response: *In order for the Fountain Lake Charter High School to focus on the each student's PSP (Personalized Success Plan) the applicant is requesting this waiver to allow students to participate in job shadowing, internships, digital/online courses, and other instructional strategies that would contribute to student success on their PSP. To effectuate this waiver, the applicant also requests a waiver of Ark. Code Ann. § 6-16-102.*

Remaining Issues: None

5. Class Size

Section 10.02 (“Class Size and Teaching Load”) of the ADE Rules Governing the Standards for Accreditation and specifically subsection 10.02.5

In order to obtain the flexibility to fully implement the Fountain Lake Charter High School experience, the applicant wishes to request a waiver of the Class Size and Teaching Load requirements. The applicant believes that the unique curriculum delivery system that will be utilized in the Charter High School is truly an example of an “exceptional case” worthy of a waiver under Section 10.02.5 of the Standards Rules. A waiver is being specifically requested for our teachers to be able to instruct no more than 180 students, with a maximum of no more than 30 students per class.

Legal Comments: None

Remaining Issues: None

6. Clock Hours

Section 14.03 of the ADE Rules Governing the Standards for Accreditation (concerning required clock hours for units of credit)

The applicant is not, by this waiver request, asking for a waiver of graduation requirements. The applicant is requesting only a waiver of the 120 clock hour requirement. In accordance with prior ADE comments on this type of waiver request, the applicant hereby affirms that it will adhere to full curriculum alignment with Arkansas Frameworks, and will be glad to submit to the ADE and/or the Charter Authorizing Panel any additional information that may be desired.

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

Response: *The waiver is essential to the Charter to assure that with the Charter’s pathways there would be the necessary flexibility to allow for individualized instruction based on the student’s PSP. With the ability of students to take online/digital courses, there will be the need for a flexible time to allow for PSP activities that are student PSP directed. Without this waiver, as career pathways are implemented, the lack of flexibility could impact students’ ability to engage in the PSP activities that are essential to their success.*

Remaining Issues: It is unclear how this waiver would be implemented, what classes it would apply to, and how the applicant will ensure all frameworks are taught.

7. Licensure

**Ark. Code Ann. §§6-15-1004, 6-17-302, 6-17-309, 6-17-401, 6-17-902, and 6-17-919;
Sections 15.02 and 15.03 of the ADE Rules Governing Standards for Accreditation
ADE Rules Governing Education Licenses**

The applicant is requesting a waiver from the above-listed statutes and rules, to the extent that it may be necessary to hire professionals in the community who possess outstanding credentials and work history in the various areas of coursework provided in the Charter High School, even if they do not possess a teaching license. Any individuals hired as a result of this waiver will meet all other requirements, such as Highly Qualified Teacher status if applicable, and the successful completion of criminal background and Child Maltreatment Registry checks. We see this as a part of the collaboration process between the school district and the community which will further the linkage process created by the school and the district with the community.

As a specific example of the use of this waiver, the applicant would wish to serve its Charter High School Gifted and Talented (GT) students with a teacher who is not certified in GT.

Legal Comments: Applicant should confirm that it understands AP courses must meet licensure and training requirements unless additional waivers are sought.

Response: *The applicant understands that AP courses must meet licensure and training requirements of the ADE.*

Remaining Issues: None

8. Gifted and Talented

Ark. Code Ann. §§6-20-2208(c)(6) and 6-42-109; Section 18.0 of the ADE Rules Governing the Standards for Accreditation, and the ADE Rules Governing Gifted and Talented Program Approval Standards (concerning Gifted and Talented Students)

The applicant requests a waiver of the above listed statutes and rules, to the extent necessary to permit it to assign students who meet the requirements for placement in the Gifted and Talented (GT) programs to students in grades (9-12) into appropriate pre-advanced placement and advanced placement courses. All roles and responsibilities of this position will be addressed by the Advanced Placement (AP) Coordinator to ensure the needs of all GT students are covered through AP courses and their Personalized Success Plan.

Legal Comments: Applicant should explain how this waiver will help the charter meet its goals and how this placement will differ from a GT program in a traditional school.

Response: *The applicant desires to go beyond using AP/Pre-AP courses to address GT students' needs. The GT student's PSP will enable the district to focus on project based learning, curriculum and instructional opportunities that will support the GT student in their plan for success.*

Remaining Issues: Based on the information provided, it does not appear this waiver is necessary. Additional discussion with the Applicant may be necessary to determine how its program will differ from a secondary GT program in a traditional school.

DESEGREGATION ANALYSIS: Fully responsive

Application

Fountain Lake Charter High School

Fountain Lake School District

RECEIVED

Arkansas Department of Education
Charter and Home School Office
September 9, 2014



ARKANSAS DEPARTMENT OF EDUCATION

2014 Application District Conversion Public Charter School

Deadline for Receipt of Submission: Tuesday, September 9, 2014, 4:00 p.m.

Applications will not be accepted after this time.



Name of Proposed Charter School:

Fountain Lake Charter High School

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

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

**ARKANSAS DEPARTMENT OF EDUCATION
2014 APPLICATION
DISTRICT CONVERSION PUBLIC CHARTER SCHOOL**

A. GENERAL INFORMATION

Name of Proposed Charter School: Fountain Lake Charter High School

Grade Level(s) for the School: 9-12 Student Enrollment Cap: 800

Name of School District: Fountain Lake School District

Name of Contact Person: Brad Sullivan

Address: 4207 Park Avenue City: Hot Springs, AR

ZIP: 71901 Daytime Phone Number: (501) 701-1744 FAX: (501) 623-6447

Email: bsullivan@flcobras.com

Charter Site Address: 4207 Park Avenue

City: Hot Springs, AR

ZIP: 71901 Date of Proposed Opening: August 17, 2015

Name of Superintendent: Darin Beckwith

Address: 4207 Park Avenue City: Hot Springs, AR

ZIP: 71901 Daytime Phone Number: (501) 701-1744

B. EXECUTIVE SUMMARY

Provide the mission statement of the proposed school.

Applicant Response:

The mission statement of the Fountain Lake Charter High School is "Graduate Every Student Prepared For Success".

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

Applicant Response:

- FLCHS students will be engaged in career pathways.
- Employability skills will be embedded into instruction.
- Every student will have a Personalized Success Plan (PSP).
- Students will earn college hours, industry certificate or both while in high school.
- Student will experience work-based learning that leads to life-long earning potential, future workforce development and economic benefits.

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 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, called by the school board, which was held for the purposes of assessing support for the establishment of this public charter school. Provide copies of supporting evidence.

Applicant Response:

Twenty-five people participated in a public meeting at Fountain Lake High School on August 25, 2014. Donald Westerman, High School Principal, presented the proposed charter to the assembly (See attached Power Point) Following the presentation, several patrons asked questions and made comments about the proposed charter. Darin Beckwith, Superintendent of Schools, Brad Sullivan, Director of Curriculum and Mr. Westerman fielded the questions and responded to comments. The majority of questions focused on curriculum, guidance and the development of the pathways to be included in the charter. Most comments were very supportive of the school's efforts to address needs of students. Some participants were enthusiastic about the possibility of the district creating a seamless transition from the Cobra Digital Academy to high school and beyond. Many comments from both parents and school personnel focused on the realization that change is needed and that students deserve the opportunities for success beyond high school that the proposed charter will create.

See Appendix "A" for school personnel meeting and power point.

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

- A. The notice of public hearing was distributed to the community, certified school personnel, and parents of all students enrolled at the public school for which the school district initiated the application.
- B. The notice of the public hearing was published in a newspaper having general circulation in the school district in which the school will be located at least three weeks prior to the date of the meeting.

2. Give the mission statement for the proposed charter school.

Applicant Response:

The mission statement of the Fountain Lake Charter High School is "Graduate Every Student Prepared For Success".

3. Describe the educational need for the school by responding to the following prompts. Include the innovations that will distinguish the charter from other schools.

Complete the following charts to include 2013 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 Name	Fountain Lake School District		
District Status			
	LITERACY 2013 ESEA Report Percentage Achieving or Advanced	MATH 2013 ESEA Report Percentage Achieving or Advanced	Graduation Rate 2012-2013 2013 Report Card Percent Graduated
All Students (Combined)	82.84	84.36	89.25
Targeted Achievement Gap Group	75.93	79.15	77.14
African American	70.00	60.00	
Hispanic	79.41	85.29	
White/Caucasian	83.42	83.43	89.29
Economically Disadvantaged	78.02	81.38	78.12
English Language Learners/ Limited English Proficient	72.73	83.33	
Students with Disabilities	39.53	50.57	

CAMPUS DATA - CAMPUS PROPOSED FOR CONVERSION TO CHARTER			
District Name	Fountain Lake School District		
Campus Name	Fountain Lake High School		
Grade Levels	9-12		
Campus Status			
	LITERACY 2013 ESEA Report Percentage Achieving or Advanced	MATH 2013 ESEA Report Percentage Achieving or Advanced	Graduation Rate 2012-2013 2013 Report Card Percent Graduated IF APPLICABLE
All Students (Combined)	76.00	89.04	89.25
Targeted Achievement Gap Group	59.09	85.45	77.14
African American			
Hispanic			
White/Caucasian	76.14	90.00	89.29
Economically Disadvantaged	60.98	86.54	78.12
English Language Learners/ Limited English Proficient			
Students with Disabilities		80.00	

CAMPUS DATA - HIGH SCHOOL CLOSEST TO THE PROPOSED CHARTER LOCATION			
District Name	Jessieville School District		
Campus Name	Jessieville High School		
Grade Levels	9-12		
Campus Status			
	LITERACY 2013 ESEA Report Percentage Achieving or Advanced	MATH 2013 ESEA Report Percentage Achieving or Advanced	Graduation Rate 2012-2013 2013 Report Card Percent Graduated IF APPLICABLE
All Students (Combined)	60.66	60.47	83.95
Targeted Achievement Gap Group	46.67	54.02	82.14
African American			
Hispanic		57.14	
White/Caucasian	60.00	59.77	84.51
Economically Disadvantaged	42.86	55.29	84.91
English Language Learners/ Limited English Proficient			
Students with Disabilities		33.33	84.62

CAMPUS DATA - OTHER CAMPUS IN FEEDER PATTERN OF PROPOSED CONVERSION CHARTER			
District Name	Fountain Lake School District		
Campus Name	Fountain Lake Middle School		
Grade Levels	5-8		
Campus Status			
	LITERACY 2013 ESEA Report Percentage Achieving or Advanced	MATH 2013 ESEA Report Percentage Achieving or Advanced	Graduation Rate 2012-2013 2013 Report Card Percent Graduated IF APPLICABLE
All Students (Combined)	82.47	79.76	
Targeted Achievement Gap Group	76.31	73.54	
African American			
Hispanic	81.82	82.61	
White/Caucasian	82.69	79.72	
Economically Disadvantaged	78.95	76.69	
English Language Learners/ Limited English Proficient	75.00	82.35	
Students with Disabilities	39.29	35.71	

Explain the educational need for the charter in light of the academic performance by the district, the campus proposed to be converted, and at the schools in the same feeder pattern as the proposed charter. Explain other significant factors. Be certain to include the source for information presented.

Applicant Response:

Fountain Lake High School is a traditional, comprehensive high school serving 425 students in grades 9-12 located in rural Garland County, Arkansas. The student population is 88 percent white, three percent black, five percent Hispanic and four percent other. 63 percent of FLHS students receive free or reduced lunches and ten percent are special needs.

As a participant in the Voluntary Universal ACT Assessment Program, FLHS gives the ACT test to all juniors during the spring semester. ACT data shows that only 17 percent of the FLHS graduating seniors in 2014 met all four of the ACT College and Career Readiness benchmarks. Only about a third of FLHS students met the math benchmark with half meeting the English benchmark. A benchmark score is the minimum score needed on an ACT subject-area test to indicate a 50 percent chance of obtaining a B or higher or a 75 percent chance of obtaining a C or higher in the corresponding credit-bearing college course.

Sixty percent of last year's graduating class was pulled in a random sample and given the High Schools That Work Assessment in the spring of 2014. This assessment showed it was discovered that only 40 percent of those taking the assessment met SREB's criteria for the HSTW Award of Educational Achievement (score at or above SREB's readiness goals in reading, mathematics and science on the HSTW Assessment and complete a college-preparatory curriculum consisting of at least two of the following: four courses in college-preparatory English/language arts, four courses in college preparatory mathematics and three courses in science with at least two courses at the college-preparatory level, and completion of a career/technical, mathematics/science or humanities concentration).

The Class of 2013 had 47 Career and Technical Program Completers. A follow-up survey in the fall of 2013 found 44 percent enrolled in post-secondary studies, 9 percent enlisted in the military, 11 percent employed in their field of study and 36 percent either unemployed or employed in a field outside their field of study.

The data emphasizes that Fountain Lake students need to be better prepared for entering college or the workplace upon graduation. We believe a hands-on, authentic approach to school will contribute to students being motivated to attain college and career readiness. We believe that as students select a career path of focus, are exposed to professionals working in the field and become engaged in "real-world" job activities, they will find

a purpose to school and improved academic performance. This model will not only provide rigorous course opportunities but also real-life application experiences. In order to implement this model, FLHS needs flexibility granted through waivers. Research supports that when students are actively engaged, true learning occurs. The Fountain Lake High School team believes in every student, every day. In order to move to the next level of educational personalization, flexibility is vital. Becoming a conversion charter will allow for the flexibility to meet each student's needs. We believe this approach will not only provide our students with a value-added high school diploma (college credit or certifications) , but will also assist them in making community connections that will put them a step ahead in their next phase of life.

If the requested waivers for embedding Oral Communications and Health standards into other classes are granted, additional time will become available for FLCHS students to participate in career pathway specific coursework.

Many students do not realize until the third year of college that their career choice is not good for them. Our career pathway based model, flexibility of scheduling, providing internship opportunities and embedding coursework experiences will assist our students in discovering those professions that are a good fit.

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:

Data examined from border district high schools revealed that each school has an overall NEEDS IMPROVEMENT on ESEA Report.

Describe the innovations that will distinguish the charter from other schools.

Applicant Response:

As we work toward graduating all students, prepared for success at the next level, we must ask ourselves what is success and what is the next level. Students in the traditional high school are often caught between a set of standards that teach and measure one set of skills while a rapidly evolving workplace that demands another. In considering success at the next level, we must take into account the needs of a changing workforce. FLCHS will utilize career pathways to provide the knowledge and skills necessary to increase college and career success. Each career pathway will follow the broad structure of the 16 career clusters identified by The Arkansas

Department of Workforce Education and organized in the National Career Clusters Framework®. FLCHS Career Pathways will be distinguished by a three part framework:

1. The Secondary Pathway(grades 9-12) component:

- Meet Arkansas academic standards
- Meet postsecondary (college) entry/placement requirements.
- Provide foundation knowledge and skills in a chosen career cluster.
- Provide opportunities for students to earn college credit through dual/concurrent enrollment or articulation agreements.

2. The Postsecondary Pathway component provides:

- Opportunities for students to earn college credit through dual/concurrent enrollment or articulation agreements.
- Alignment and articulation with baccalaureate programs.
- Industry-recognized skills and knowledge in each cluster area.
- Opportunities for placement in the chosen career clusters at multiple exit points.

3. The Pathway Partnerships

- Collaboration between FLCHS faculty, business/industry partners, and post-secondary partners in planning as well as decision-making.
- Ongoing dialog between secondary, postsecondary, and business partners will assist in determining course offerings, course content and learning outcomes.

Employability skills will be embedded into instruction. Individuals require many skills to be college and career ready, including academic knowledge, technical expertise, and a set of general, cross-cutting abilities called employability skills. Employability skills are general skills that are necessary for success in the labor market at all employment levels and in all sectors their skills will be embedded into instruction. These same skills are necessary for completion of coursework at the postsecondary level and have a number of names -- soft skills, workforce readiness skills, career readiness skills. They all speak to the same set of core skills necessary for long-term success in career and/or college.

As FLCHS works to make sure all students graduate prepared, student buy-in is critical. It is our belief that well-developed career pathway courses will enable and encourage all students to:

- Discover if they enjoy doing the work that high-skill and middle-skill workers often do in particular career pathways.
- Deepen understanding of literacy, mathematics and science concepts by completing authentic projects.
- Increase motivation to take and succeed in advanced mathematics and science courses.
- Identify and explore newfound academic interests and pursuits.
- Complete an accelerated program of study with projects collaboratively planned and supported by academic and elective teachers.
- Deliver a fresh context for learning by using authentic, project-based experiences that allow students to develop the habits and behaviors of highly skilled and qualified workers.

Every FLCHS student will have a Personalized Success Plan (PSP). A PSP is a map of the pathway a student needs to follow to achieve learning goals commensurate with standards expected for all students. A PSP describes a clear destination for the student in terms of goals for learning. The PSP identifies the potential obstacles that might impede student attaining their goals, and charts assists in overcoming those obstacles. Fountain Lake Charter High School will develop strong partnerships with both business/ industry and higher education. Business/industry will initially be asked to serve in an advisory role as career pathways are developed and implemented. Eventually they will be invited to serve as training partners for internship placements. It is the goal of FLCHS that each student experience work-based learning that leads to life-long earning potential.

4. 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
Meet or exceed the state average in ELA on the PARCC assessment	PARCC	Meet or Exceed State Average	Annually
Increase the number of students participating in internships	PSP – Personalized Success Plan documentation	Increase 3%	Annually
Meet or exceed the state average in Mathematics on the PARCC assessment	PARCC	Meet or Exceed State Average	Annually
Increase the number of students who earn college hours, or complete a program of study	PSP – Personalized Success Plan documentation	Increase 3%	Annually
Increase the number of students who reach all 4 college/career benchmarks	ACT	Meet or exceed National Average	Graduating Class of 2020

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:

Fountain Lake Charter High School will always set goals to meet or exceed those set by the state as demonstrating mastery. The district has an ongoing process of examining teacher and student accountability with the use of data-driven information. PARCC assessments will be used to measure the academic performance of students.

5. Describe the educational program to be offered by the charter school.

Applicant Response:

The Fountain Lake Middle School Cobra Digital Prep Academy opened in the Fall of 2014 with a mission to provide students with the knowledge and skills to prepare for high school, college and career success. The Fountain Lake Charter High School will provide a seamless transition from middle school to secondary school for those students who have developed and are immersed in a Personalized Success Plan. FLCHS will provide opportunities for an authentic academic experience to insure success in those plans. This authentic academic experience will be built on five pillars:

FLCHS students will be engaged in career pathways.
Employability skills will be embedded into instruction.
Every student will have a Personalized Success Plan (PSP).
Students will earn college hours, industry certificate or both while in high school.
Students will experience work-based learning that leads to life-long economic benefits.

A curriculum model like the Southern Regional Education Board's Advanced Careers will be utilized to ensure FLCHS students are being taught the correct content at a rigorous level. Advanced Careers is an academically rigorous, career focused curriculum, that shows students how learning connects to life and work outside the schoolhouse walls. Hands-on, minds-on projects where students test-drive careers in high-demand fields while they learn rigorous academic math, science, reading, writing, and technical skills are the hallmark of the Advanced Careers Curriculum.

Advanced Careers is currently available in four course sequences that cover a wide array of high demand, high skill career pathways. These sequences include: Aerospace Engineering, Innovations in Science and Technology, STEM Education and Training, Integrated Production Technologies, Informatics, Global Logistics,

Project Management, Automated Materials Joining Technologies, Health Informatics, Clean Energy Technology and Energy and Power.

After reviewing the trends in career interests and aptitudes, we believe an initial career pathway for FLCHS will come from the Health Science Career Cluster. The ACT Profile for the Class of 2014 revealed that 30 percent were interested in or had plans to earn a living in the medical professions. As students explore career pathways at the Cobra Digital Academy through Project Lead the Way's Launch program, many will develop an interest in the medical professions. Project Lead the Way's Biomedical Sciences program would be a natural transition for students moving from the Digital Academy to FLCHS.

Administrators and faculty at National Park Community College have agreed to further develop a strong partnership with Fountain Lake School District. NPCC will provide the opportunity for students to receive college credit for Advanced Placement coursework as well as providing more opportunities for FLCHS students to be enrolled in concurrent credit courses while in high school. FLCHS students will have the opportunity to receive Industry Certifications while enrolled at FLCHS and National Park Technology Center. FLCHS and NPTC will focus efforts to develop adult career training opportunities through a satellite campus on the FLCHS campus as well as traditional enrollment in on-site post-secondary training partnerships.

6. Explain why a charter school is necessary to better meet student academic needs instead of a traditional district school.

Applicant Response:

Fountain Lake High School is a traditional, comprehensive high school serving 425 students in grades 9-12 located in rural Garland County, Arkansas. The school has undertaken a comprehensive restructuring of its curriculum in this charter application and would not be able to meet the needs of students and the workforce unless the waivers requested are granted. The greater flexibility would allow for the establishment of a comprehensive restructuring effort focusing on establishing and implementing career pathways for every student.

Many of our students do not attend college or receive training after high school. A significant number of our students enter the workforce before completing a post-secondary degree. Current data serves to identify the need for existence of a charter school that is able to assist students to acquire the real-world skills necessary to find success in a career.

Business and industry in our region is seeking individuals to fill vacancies. They are recruiting potential employees who are ready to make an immediate impact within their companies. Colleges and Universities are also looking for students who are leaving high school prepared for success. By creating personalized success plans for each student, the Fountain Lake Charter High School will be able to guide all students down a well-defined, broad career pathway. Students graduating from FLCHS will do so with goals, a plan and the skills to be successful in the first two years following high school graduation.

Fountain Lake is examining a variety of innovative curriculum models to be utilized in the Fountain Lake Charter High School. These models include Advanced Career from SREB, Project Lead the Way, Curriculum for Agriculture Science Education and the EAST Core Initiative. The adoption of new curricula will always be accomplished after making modifications that personalize it for our school and community.

7. Explain how the charter school will have more autonomy than traditional schools in the district. Discuss each of the following:
- A) Employing personnel;
 - B) Developing and controlling the charter school budget;
 - C) Managing day-to-day charter school operations;
 - D) Developing and controlling the school calendar; and
 - E) Other areas of autonomy to be afforded to the charter.

Applicant Response:

A) Employing Personnel: Fountain Lake is seeking autonomy in the form of flexibility. Fountain Lake is working to partner with community and business leaders in order to offer student authentic instruction in specialty areas. In order to do this, the school needs the ability to hire skilled instructors regardless if they are Arkansas licensed.

B) Developing and controlling the charter school budget: Fountain Lake currently operates under site based budgets. Building level principals already have the ability to approve needed purchases. With the process already in place, Fountain Lake administrators are well equipped to utilize the autonomy of the charter budget to allocate resources to the area of greatest need.

C) Managing day-to-day charter school operations: Fountain Lake has a highly qualified, dedicated high school administration team already in place to manage the day to day operations. The principal and assistant principal will share the responsibilities of overseeing finances, discipline, evaluating faculty and facilities. In addition to the two building administrators, an instructional facilitator will oversee the project based instruction and the Development Facilitator will oversee the student internship placements. The guidance counselor and the Career Development Facilitator will lead a team of teachers serving as senior project advisors, assisting them as needed with career exploration, administration of student interest instruments and college applications.

D) Developing and controlling the school calendar: Fountain Lake High School being part of a K-12 district on one campus, sharing transportation, will not have as much autonomy in the school calendar. However, a flexible time within the school day will be the key to meeting the diverse needs of high school students. Exploration of early morning and evening classes would allow for more instruction conducive to student participation with college classes and internships. This type of scheduling could vary from year to year based on the needs of the current students.

E) Other areas of autonomy to be afforded to the charter:

Fountain Lake's autonomy will come in the form of flexibility. This flexibility will allow Fountain Lake High School to partner with the community college, other technical schools and local area businesses. This partnership will allow local professionals to instruct when needed and will allow students to spend time off campus for internship experiences.

8. Describe the school improvement plan by addressing the following:
- A) Explain how the licensed employees and parents of the students to be enrolled in the charter school will be involved in developing and implementing the school improvement plan, identifying performance criteria, and evaluating the effectiveness of the improvement plan.

Applicant Response:

Fountain Lake High School plans to utilize their parental advisory panel and licensed staff to develop goals and evaluate the school improvement plan to be submitted to ADE. Each year this group will determine needs, set goals and analyze results. These will be the stakeholder groups that will participate in the development and implementation of the ACSIP plan that also includes specific target groups (TAGG), Wellness and ELL.

- B) Describe a plan for school improvement that addresses how the charter school will improve student learning and meet the state education goals.

Applicant Response:

Fountain Lake High School will implement strategies such as project based learning (PBL) and leadership education to improve student learning which will increase student achievement. PBL will not only give the instructors a method to meet the Common Core State Standards but will allow for embedded authentic learning experiences for the students of FLHS. This program will not only give teachers and students flexibility to connect learning to work, but will also allow time to focus on ACT prep, concurrent coursework and AP coursework, thus preparing our students for success beyond high school.

9. Describe the process that will be used to ensure curriculum alignment with the Arkansas Curriculum Frameworks and the curriculum requirements of the Common Core State Standards as adopted by the State Board of Education.

Applicant Response:

A foundational piece of the Fountain Lake Charter High School will be the development of partnerships between the high school and industry and between the high school and post-secondary educational institutions. These partnerships will lay the ground work for each student to begin the high school experience focused on a 4+2 model. This model will consist of each student spending four years of high school immersed in a career focused pathway followed by two more years of career preparation beyond high school. The success of students moving into the two year post-high school experience is incumbent on students being college and career ready.

Arkansas has adopted the Common Core State Standards as the standard curriculum designed to move students to college and career readiness. Fountain Lake School District has adopted and implemented the CCSS. At FLHS, implementation of the standards is monitored closely during teacher team meetings, classroom observations and through formative assessments. The school district has contracted with the Arkansas Advanced Initiative for Math, English and Science to begin the process of vertical alignment of the district's science curriculum. Additionally, a project based instructional facilitator has been employed to assist FLHS staff develop Project Based Lessons aligned to the Common Core State Standards and the Arkansas Curriculum Frameworks.

FLCHS will partner with providers offering rigorous project based curriculum, professional development and instructional strategies aligned to Arkansas Curriculum Frameworks and Common Core State Standards. The Buck Institute for Education, Project Lead the Way, Cambridge Educational Services, Boy's Town and Southern Regional Education Board are organizations that have been identified as possible partners in the FLHS charter process.

10. Describe the manner in which the school will make provisions for the following student services, even in those areas for which a waiver is requested:

A) Guidance program;

Applicant Response:

The Fountain Lake Charter High School guidance program will maintain the focus on each student's Personalized Success Plan started at the Fountain Lake Middle School Digital Prep Academy. The digital PSP will follow each student to the high school where the college and career ready component will be recognized during the junior and senior years. The FLCHS guidance counselor and Career Development Facilitator will track each student's progress in the PSP and assist them in monitoring the acquisition of graduation requirements, college readiness, concurrent course work, career direction, community service involvement and all other options, such as internships and job training opportunities, available to the students

B) Health services;

Applicant Response:

Fountain Lake School District has a full time registered nurse that will continue to serve as full time nurse for Fountain Lake Charter High School.

C) Media center;

Applicant Response:

Fountain Lake High School currently houses a well-equipped media center containing a computer lab and multiple resources for student use. Fountain Lake Charter High School will continue to make use of the media center. In addition to the school media center, each classroom will serve as a media center with the use of technology (through chromebooks, interactive white boards and other resources) across the curriculum.

D) Special education;

Applicant Response:

Fountain Lake High School provide many opportunities to ensure that children with disabilities have the opportunity to receive a free appropriate public education in the least restrictive environment. Within the construct of the curriculum laid out for the Fountain Lake Charter High School, students with special needs would continue to thrive and operate within those proven effective settings and in methods that will be conducive to learning as laid out by the individualized education plan (IEP). Co-taught classes have proven effective in the past and will continue to be provided in the future. Students in need of more intensive services will be provided in-depth support, additional resources and classes that assist with the project assignments in other classes.

E) Transportation;

Applicant Response:

Fountain Lake School District will provide transportation services to all eligible students in its region and will comply with all transportation guidelines.

F) Alternative education, including Alternative Learning Environments;

Applicant Response:

Fountain Lake Charter High School will house its alternative education program on the campus of the Fountain Lake High School. Students will be assigned to the ALE based on academic need. Placement preference will be given to students who are chronologically juniors and seniors behind in credits to graduate. Teachers in the alternative education program will be trained to deliver instruction in non-traditional formats including Project Based Learning and digital courses.

G) English Language Learner (ELL) instruction

Applicant Response:

The Fountain Lake School District recognizes the opportunities for differentiated instruction that can be provided through the Fountain Lake Charter High School for students who are English Language Learners. ELL services which are appropriate for the needs of students enrolled and are in accordance with each student's ELL program will be provided. One Highly Qualified ELL teacher will continue to provide services. The district and the FLCHS will comply with all aspects of ELL regulations.

H) Gifted and Talented Program.

Applicant Response:

A wide array of Advanced Placement courses will be offered and GT Students will be encouraged to engage in enrichment projects by a campus GT facilitator.

11. Describe the plan for the school officials to provide an annual report to parents, the community, and the authorizer, **separate from the district's annual report to the public**, that demonstrates the progress made by the charter school during any previous academic year in meeting its academic performance objectives. (*See Arkansas Code Annotated 6-23-202.*)

Applicant Response:

At the conclusion of the school year, a report outlining progress toward meeting the mission of the charter will be published on the district webpage and made available in paper form to all patrons.

12. Describe the enrollment criteria and student admission, recruitment and selection processes for the proposed public charter school.

Applicant Response:

All high school aged students living within the boundaries of the Fountain Lake School District who meet requirements set forth by the State of Arkansas will be served.

It is affirmed that a random, anonymous student selection method will be utilized in the event that more students apply for admission to the public charter school than can be accommodated under the terms of the charter.

☒ Yes

☐ No

13. Name any district personnel, 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:

Darin Beckwith, Superintendent, Brad Sullivan, Director of Curriculum, and the district administration support staff have been involved in the planning and implementation process of the Fountain Lake Middle School Cobra Digital Prep Academy.

14. Summarize the job descriptions of the school administrator(s) 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:

I. Superintendent (District Administrator) Responsibilities:

- Act as chief executive officer of the district and carry out the district's mission.
- Make recommendations to the school board for hiring and terminating faculty and staff.
- Carry out evaluations as set forth by the state-adopted principal evaluation system (LEADS).
- Monitor the status of resources in order to fulfill the district mission.
- Prepare an annual budget to be presented to the board.

• Ensure building maintenance and safety as well as oversee custodial services.

Qualifications: The qualifications of superintendent will meet state requirements for a district level administrator and be significant, substantive and strong experience in education and an advanced terminal degree in the field of education

II. Assistant District Administrators Responsibilities:

- Act as support to the district administrator and assist in carrying out district's mission.
- Assist building administrator with evaluations, interviews for new faculty and staff and other personnel-related matters.
- Assist building administrators in monitoring student academic achievement and overseeing the implementation of curriculum.

Qualifications: The qualifications of assistant district administrators will meet state requirements for a district level administrator and be significant, substantive and strong experience in education and an advanced terminal degree in the field of education

III. Administrator (Building Administrator) Responsibilities::

- Act as chief executive officer of the school and carry out the school and district missions.
- Select, make recommendations to the superintendent for hiring and terminating faculty and staff.
- Carry out evaluations as set forth by the state-adopted teacher evaluation system (TESS).
- Monitor the status of resources in order to fulfill the school and district missions.
- Prepare an annual budget to be presented to the board.
- Ensure building maintenance and safety as well as oversee custodial services.
- Oversee the implementation for the curriculum.
- Monitor student academic achievement regularly.

Qualifications: The qualifications of an administrator will meet state requirements and be significant, substantive and strong experience in education and an advanced terminal degree in the field of education.

IV. Assistant Administrators Responsibilities:

- Act as support to the building administrator and assist in carrying out school and district missions.
- Assist building administrator with evaluations, interviews for new faculty and staff and other personnel-related matters.
- Assist building administrator in monitoring student academic achievement and overseeing the implementation of curriculum.

Qualifications: The qualifications of an assistant administrator will meet state requirements and have significant, substantive and strong experience in education and an advanced terminal degree in the field of education.

V. Counselor Responsibilities:

- Provide academic, social and emotional supports.
- Disseminate and clarify graduation requirements.
- Coordinate post-secondary opportunities.
- Coordinate internship opportunities in conjunction with seminar classes and school leadership.
- Aid in student scheduling and creating of master schedule and course catalog.

- Facilitate state-mandated assessments.

Qualifications: The counselor qualifications will be a Master's degree and experience within the field of education.

VI. Instructional Facilitator Responsibilities: (included in teacher salary on budget)

- On-going professional development for teachers.
- Provide demonstrations to strengthen the instructional process.
- Provide content development for teachers in regards to technology.
- Plan and conduct professional team meetings.
- Collect data, analyze results, and report findings.
- Evaluate student achievement and assist with placing students in appropriate intervention and support services.
- Identify needs and make recommendations for appropriate materials.
- Meet regularly with the principal to report on progress and plan next steps.
- Network with other district instructional facilitators, co-op specialists and trainers in developing, researching, and implementing programs and to further develop their own knowledge, skills, and confidence.

VII. Career Development Facilitator:

- Support Career and Technical Education (CTE) and coordinate career development services for students participating in CTE.
- Works collaboratively with administrators, student services personnel, and teachers to ensure the delivery of career development services.
- Facilitates linkages with parents, business/industry, postsecondary institutions and community organizations to support students' transition to postsecondary education and employment.

VIII. Teacher Responsibilities:

- Conduct classroom instruction.
- Work collaboratively with colleagues to plan and teach courses.
- Maintain an atmosphere conducive to learning.
- Reach as many different levels and kids of learners as possible.
- Attend professional development, implement new learning and share with colleagues.
- Continually teach, assess and modify for each student.

15. It is affirmed that the public charter school will participate in the Arkansas Public School Computer Network, as required by state statute and by State Board of Education rule, for reporting **both education data and financial data**, including grant funds or private donations received directly by the charter school.

☒ Yes

☐ No

16. Describe the facilities to be used. Give the present use of the facility and its use for the past three years.

Applicant Response:

Fountain Lake High School currently serves approximately four hundred twenty (425) students in grades nine (9) through twelve (12). The current high school facilities containing 9 permanent buildings with 128,160 square feet will continue to serve students after the conversion to a charter school.

The facility will comply with all requirements for accessibility in accordance with the Americans with Disabilities Act (ADA) and Individuals with Disabilities Education Act (IDEA) and all other state and federal laws and local zoning ordinances.

☒ Yes

☐ No

If the facility does not currently meet these requirements, provide a list of items that will need to be addressed to bring the facility into compliance. Also include a statement of permissible uses for the facility from the local zoning authority, and whether there are any alcohol sales within 1,000 feet of the facility.

Applicant Response:

See Attached Appendix "D"

17. 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:

Fountain Lake Charter High School will utilize existing school facilities, staff, National School Lunch Program and other federal nutrition programs.

18. 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:

Parents, guardians and other community members will play a key role in the development and implementation of Fountain Lake Charter High School's educational programs. FLCHS will include parents and guardians in developing each student's personalized success plan. Parents and guardians will be involved in making decisions about Career Pathways and course selection inside the Career Pathway.

Other members of the community will be asked to serve in an advisory capacity for different program areas. FLCHS will actively seek the input of community members who have been recognized as leaders in business, industry, education and service to serve on Career Pathway specific advisory panels. The input of these community members will influence course offerings and course content.

19. List the provisions of Title 6 of the Arkansas Code Annotated (Education Code), State Board of Education rules, and sections of 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 section number if applicable. **Provide a brief description of the rationale for each waiver requested.**

Applicant Response:

1. Section 9.03.3.9 ("Career and Technical Education ") of the ADE Rules Governing the Standards for Accreditation:

The Fountain Lake School District is required to teach the Career and Technical Education curriculum requirements as separate classes (such as Keyboarding and Career Orientation) to its seventh (7th) and eighth (8th) grade students.

To prepare students for the Charter High School experience, the applicant is asking for a waiver of that requirement in order that curriculum meeting the requirements of the ADE Standards Rules, Arkansas Frameworks and all applicable rubrics may be embedded within other courses to be provided by the conversion charter school, and/or teach certain courses in the manner listed below.

The applicant ensures that students will receive instruction concerning the required material in the Career and Technical Education classes meeting or exceeding all state curriculum requirements through embedding the curriculum within the students' required coursework. Specifically, the Applicant requests to embed the course content of the Career Orientation class into other portions of the Middle School curriculum; introduce the Family Consumer Science course at the eighth (8th) grade level; and introduce the Survey of Ag Science course at the eighth (8th) grade level.

This waiver is needed to help students in the seventh and eighth grades be better prepared to participate in, and derive the most educational benefit from, the Fountain Lake Charter High School. Although the seventh and eighth grades are not part of this application, the applicant strongly believes that the ability to present the Career and Technical Education curriculum to those students in the manner set forth in the waiver request will help provide a valuable link from the Charter Middle School to the Charter High School.

2. Section 9.03.4.1 ("Language Arts") of the ADE Rules Governing the Standards for Accreditation:

The Fountain Lake School District is required to teach Oral Communication as a separate class to its ninth (9) grade students.

The Applicant is asking for a waiver of that requirement in order that curriculum meeting the requirements of the ADE Standards Rules, Arkansas Frameworks and all applicable rubrics may be embedded within other courses to be provided by the conversion charter school.

The Applicant ensures that students will receive instruction concerning the required material in the Oral Communication class meeting or exceeding all state curriculum requirements through embedding the curriculum within the students' required coursework.

3. Section 9.03.4.9 ("Health and Safety Education") of the ADE Rules Governing the Standards for Accreditation:

The Fountain Lake Charter High School is required to provide a one-half unit Health and Safety Education course to the meet the requirements of this Standard.

The applicant is asking for a waiver of that requirement in order that curriculum meeting the requirements of the ADE Standards Rules, Arkansas Frameworks and all applicable rubrics may be embedded within other courses

to be provided by the conversion charter school.

The applicant ensures that students will receive instruction concerning the required material in the Health and Safety Education class meeting or exceeding all state curriculum requirements through embedding the curriculum within the students' required coursework. Specifically, the Applicant desires to embed the course content from the Health and Safety class within its Biology course.

4. Section 10.01.4 ("Planned Instructional Day") of the ADE Rules Governing the Standards for Accreditation:

Due to the unique nature of the Fountain Lake Charter High School's educational offerings as outlined in this application, the applicant is requesting a waiver of the Planned Instructional Day requirements. The curricular offerings of the high school, while meeting all curriculum requirements, may be capable of being provided in less than thirty (30) hours per week.

5. Section 10.02 ("Class Size and Teaching Load") of the ADE Rules Governing the Standards for Accreditation and specifically subsection 10.02.5:

In order to obtain the flexibility to fully implement the Fountain Lake Charter High School experience, the applicant wishes to request a waiver of the Class Size and Teaching Load requirements. The applicant believes that the unique curriculum delivery system that will be utilized in the Charter High School is truly an example of an "exceptional case" worthy of a waiver under Section 10.02.5 of the Standards Rules.

A waiver is being specifically requested for our teachers to be able to instruct no more than 180 students, with a maximum of no more than 30 students per class.

6. Section 14.03 of the ADE Rules Governing the Standards for Accreditation (concerning required clock hours for units of credit):

The applicant is not, by this waiver request, asking for a waiver of graduation requirements. The applicant is requesting only a waiver of the 120 clock hour requirement. In accordance with prior ADE comments on this type of waiver request, the applicant hereby affirms that it will adhere to full curriculum alignment with Arkansas Frameworks, and will be glad to submit to the ADE and/or the Charter Authorizing Panel any additional information that may be desired.

7. Ark. Code Ann. §§6-15-1004, 6-17-302, 6-17-309, 6-17-401, 6-17-902, and 6-17-919; Sections 15.02 and 15.03 of the ADE Rules Governing the Standards for Accreditation; and the ADE Rules Governing Educator Licensure (all concerning Teacher Licensure):

The applicant is requesting a waiver from the above-listed statutes and rules, to the extent that it may be necessary to hire professionals in the community who possess outstanding credentials and work history in the various areas of coursework provided in the Charter High School, even if they do not possess a teaching license. Any individuals hired as a result of this waiver will meet all other requirements, such as Highly Qualified Teacher status if applicable, and the successful completion of criminal background and Child Maltreatment Registry checks. We see this as a part of the collaboration process between the school district and the community which will further the linkage process created by the school and the district with the community.

As a specific example of the use of this waiver, the applicant would wish to serve its Charter High School Gifted and Talented (GT) students with a teacher who is not certified in GT.

8. Ark. Code Ann. §§6-20-2208(c)(6) and 6-42-109; Section 18.0 of the ADE Rules Governing the Standards for Accreditation, and the ADE Rules Governing Gifted and Talented Program Approval Standards (concerning Gifted and Talented Students):

The applicant requests a waiver of the above listed statutes and rules, to the extent necessary to permit it to assign students who meet the requirements for placement in the Gifted and Talented (GT) programs to students

in grades (9-12) into appropriate pre-advanced placement and advanced placement courses. All roles and responsibilities of this position will be addressed by the Advanced Placement (AP) Coordinator to ensure the needs of all GT students are covered through AP courses and their Personalized Success Plan.

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

Applicant Response:

The Garland County School Desegregation Case Comprehensive Settlement Agreement requires that the applicant district, as well as the other school districts in Garland County, is required to participate in inter-district school choice within the parameters of Act 609 of 1989. The applicant hereby confirms that the operation of a conversion charter high school would not inhibit its compliance with the Agreement. The District is currently involved in litigation which seeks to terminate the requirements of the Agreement. The applicant will keep the Arkansas Department of Education and the charter authorizing panel apprised of the status of the litigation as the application process progresses.

21. 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:

The Fountain Lake Administrative Team and School Board has been planning to change the way students are educated for the past four years. The District desires to prepare every student for success after high school. In order to accomplish that goal the district saw the need to begin this change at the middle school focusing on individual success at the 5th grade and continuing that focus until two years after high school. The School Board is committed to provide the resources for this change. The district understands the need to make this change as our students are finishing high school without the skills and experience needed for success in the world of work. We as a district understand that this change process is a long-term commitment that will be directed by the needs of our students and the workforce.

Appendix A

Mid-Summer Professional Development

Thursday July 24, 2014

8:00-8:30...General Comments and Agenda Review

8:30-9:45...Fountain Lake Charter High School Announcement (Westerman, Beckwith, Sullivan)

- What is a charter?
- Mission of the FLCHS
- Five pillars supporting the charter mission
- School's responsibilities if granted a charter
- State's responsibilities if a charter is granted
- Timeline
- Questions

9:45-10:00... Monday Reads (Vice)

10:00-10:15...Break

10:15-10:30...Team Assignments (Bennett, Craver)

High School 101 (9th Grade)... *Nancy Yarberry, Debbie Tripp, Michelle McCullough, Steve Masters, Carrie Bloomquist, Karen Vice/Joyce Hendrix (**Media Center**)

Life 101 (10th Grade)... *Danton Robertson, Carroll Mercer, Josh Wesson, Susan Mangrum, Matt Kinsinger, Laura Mills (**Media Center**)

CCR (11th Grade)... *Julie Wade, Mary Kate Crumpler, Celeste Byrd, Jennifer Cox, Jolie Wang, Doug Rountree (**High School Principal's Office**)

Capstone (12th Grade)... *Mike Wiles/Carmen Keys, Dana Smith, Melody Gilleran, Lynn Janaskie, Susan Newcomb, Katie Wesson (**Counselor's Outer Office**)

10:30-11:30...

High School 101 and Life 101 (Craver)... Research and Develop list of "soft-skills" necessary for success in school, employment and in life relationships. Identify top 10 most important for students to learn this school year. Select three from the list to teach during first 9 weeks of the school year. Answer the question, "How will students be motivated to participate and complete assignments-will we use a carrot or spurs"

CCR (Westerman)...Introductory webinar with Cambridge Educational Services. **"How will students be motivated to participate and complete assignments-will we use a carrot or spurs?"**

Capstone (Wiles/Keys)...Review Capstone Goals and Process. **"How will students be motivated to participate and complete assignments-will we use a carrot or spurs?"**

11:30-12:30...

Lunch in FACS Classroom

12:30-2:30...

High School 101 and Life 101...Project Design

CCR... Scope and Sequence

Capstone...Calendar of Activities with a semester storyboard

2:30...

Wrap-up in Media Center

Meeting Dates: #1: 7/24/2014 8:00 am - 2:00 pm at H/S Media Center

Hours: 6 hr

Enrollment: 37 / 50

	Name	Signature	Building
1. <i>CB</i>	Bennett, Candiss	<i>Candiss Bennett</i>	Administration
2. <i>CB</i>	Bloomquist, Carrie	<i>Carrie Bloomquist</i>	FL High School
3. _____	Bristow, Samuel	_____	FL High School
4. <i>CB</i>	Byrd, Celeste	<i>Celeste Byrd</i>	FL High School
5. <i>CB</i>	Cox, Jennifer	<i>Jennifer Cox</i>	FL High School
6. <i>LC</i>	Craver, Larry	<i>Larry Craver</i>	FL High School
7. <i>MXC</i>	Crumpler, Mary K	<i>Mary K Crumpler</i>	FL High School
8. _____	Davis, Glenn	_____	FL High School
9. _____	Dearmon, David	_____	FL High School
10. _____	East, Sarah	_____	FL High School
11. _____	Faulkner, Leslie	_____	FL High School
12. <i>mg</i>	Gilleran, Melody	<i>Melody Gilleran</i>	FL High School
13. _____	Gray, William	_____	FL High School
14. <i>RL</i>	Janaskie, Lynn	<i>Lynn Janaskie</i>	FL High School
15. <i>CK</i>	Keys, Carmen	<i>Carmen Keys</i>	Administration
16. <i>AK</i>	Kinsinger, Andrea	<i>Andrea Kinsinger</i>	FL High School
17. _____	Kinsinger, Matthew	_____	FL High School
18. <i>SM</i>	Mangrum, Suzanne	<i>Suzanne Mangrum</i>	FL High School
19. _____	McCullough, Michelle	_____	FL High School
20. <i>WJ</i>	Mercer, Carroll	<i>Carroll Mercer</i>	FL High School
21. <i>DM</i>	Mills, Laura	<i>Laura Mills</i>	FL High School
22. <i>SPD</i>	Perdrix-Wang, Jolie	<i>Jolie Perdrix-Wang</i>	FL High School
23. <i>AR</i>	Robertson, Amanda	<i>Amanda Robertson</i>	FL High School
24. <i>DR</i>	Robertson, Danton	<i>Danton Robertson</i>	FL High School
25. <i>DR</i>	Rountree, Doug	<i>Doug Rountree</i>	FL High School
26. <i>MS</i>	Sargo, Mary	<i>Mary Sargo</i>	FL High School
27. _____	Shelton, Kenny	_____	FL High School

Name	Signature	Building
28. <u>DMS</u> Smith, Dana	<u>Dana M. Smith</u>	FL High School
29. _____ Smith, Rebecca	_____	Administration
30. <u>DD</u> Tripp, Debra	<u>D Tripp</u>	FL High School
31. <u>KV</u> Vite, Karen	<u>Karen Vite</u>	FL High School
32. <u>JW</u> Wade, Juli	<u>Juli Wade</u>	FL High School
33. _____ Wesson, Joshua	_____	FL High School
34. <u>WJ</u> Wesson, Katy	<u>Katy Wesson</u>	FL High School
35. <u>WD</u> Westerman, Donald	<u>Donald Westerman</u>	Administration
36. <u>W</u> Wiles, Mike	<u>Mike Wiles</u>	FL High School
37. <u>NY</u> Yarberry, Nancy	<u>Nancy Yarberry</u>	FL High School
38. <u>SN</u> Douxome, Susan	<u>Susan Douxome</u>	
39. <u>SM</u> Maskis, Steve	<u>Steve Maskis</u>	
40. _____	_____	
41. _____	_____	
42. _____	_____	
43. _____	_____	
44. _____	_____	
45. _____	_____	
46. _____	_____	
47. _____	_____	
48. _____	_____	
49. _____	_____	
50. _____	_____	

FOUNTAIN LAKE CONVERSION CHARTER HIGH SCHOOL PUBLIC MEETING

AGENDA

August 25, 2014 – 6:30 PM

AUDITORIUM

1. Tony Garnen
2. Amy Garnen
3. Jody Seckert
4. D. Seckert
5. Mark & Christy Harkle
6. Candis Bennett
7. Jody Craver
8. Dana M. Smith
9. Lisa Brown
10. Sarah Westman
11. Nicole Jones
12. Allyn Florini
13. Greg Frank
14. Ashley Twigg
15. Salem Twigg
16. Carmen Keys
17. _____
18. _____
19. _____
20. _____

FOUNTAIN LAKE CONVERSION CHARTER HIGH SCHOOL PUBLIC MEETING

AGENDA

August 25, 2014 – 6:30 PM

AUDITORIUM

1. Seanni Westerman

2. Grace Westerman

3. Eusebia Vasquez

4. Paul Vasquez

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

11. _____

12. _____

13. _____

14. _____

15. _____

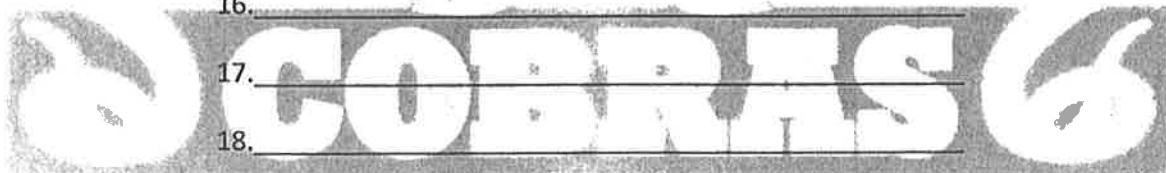
16. _____

17. _____

18. _____

19. _____

20. _____



**FOUNTAIN LAKE CONVERSION CHARTER
HIGH SCHOOL PUBLIC MEETING
AGENDA
August 25, 2014 – 6:30 PM
AUDITORIUM**

ITEM 1: INTRODUCTION

ITEM 2: PRESENTATION

ITEM 3: QUESTIONS

News and Announcements^{Website}

High School Charter Public Meeting

Fountain Lake School District will hold a Public Meeting – Monday August 25, 2014


at 6:30 PM in the Fountain Lake High School Auditorium located at 4207 Park Avenue, Hot Springs, AR. Purpose of this meeting is to inform the public of Fountain Lake School District's plans to file an application with Arkansas State Board of Education for a Conversion Charter School for grades 9th through 12th; to be called Fountain Lake Conversion Charter High School. All interested persons are invited to attend.

Contact person: Brad Sullivan at (501)



Official Fountain Lake School District

Posted by Cobra Gold Rain

3 hours ago · 

Fountain Lake School District will hold a Public Meeting – Monday August 25, 2014 at 6:30 PM in the Fountain Lake High School Auditorium located at 4207 Park Avenue, Hot Springs, AR. Purpose of this meeting is to inform the public of Fountain Lake School District's plans to file an application with Arkansas State Board of Education for a Conversion Charter School for grades 9th through 12th; to be called Fountain Lake Conversion Charter High School. All interested persons are invited to attend. Contact person: Brad Sullivan at (501) 701-1700.



Like



Comment



Share

Stacie Trevino and 9 others like this

I, Debe Johnson

Manager, of The Sentinel-Record a newspaper of general circulation published, and having bonifide circulation in Hot Springs, Garland County, Arkansas, hereby certify that the legal notice hereto attached was published in said newspaper for

NOTICE
Fountain Lake School District will hold a Public Meeting - Monday August 25, 2014 at 6:30 PM in the Fountain Lake High School Auditorium located at 4207 Park Avenue, Hot Springs, AR. Purpose of this meeting is to inform the public of Fountain Lake School District's plans to file an application with Arkansas State Board of Education for a Conversion Charter School for grades 9th through 12th; to be called Fountain Lake Conversion Charter High School. All interested persons are invited to attend. Contact person: Brad Sullivan at (501) 701-1700.

1 consecutive insertions and that the
First Insertion was on the 30th Day of July 2014
Second Insertion was Day of 2014
Third Insertion was Day of 2014
Fourth Insertion was Day of 2014
Fifth Insertion was Day of 2014
and the last insertion was 30th Day of July 2014

Debe Johnson

Manager

Sworn before me this 4th Day of August A.D. 2014

Merry Bellomy
Notary Public

Merry Bellomy
County Of Garland
Notary Public - Arkansas
My Commission Exp. 03/10/2015

Fountain Lake Charter High School



What is a Charter?

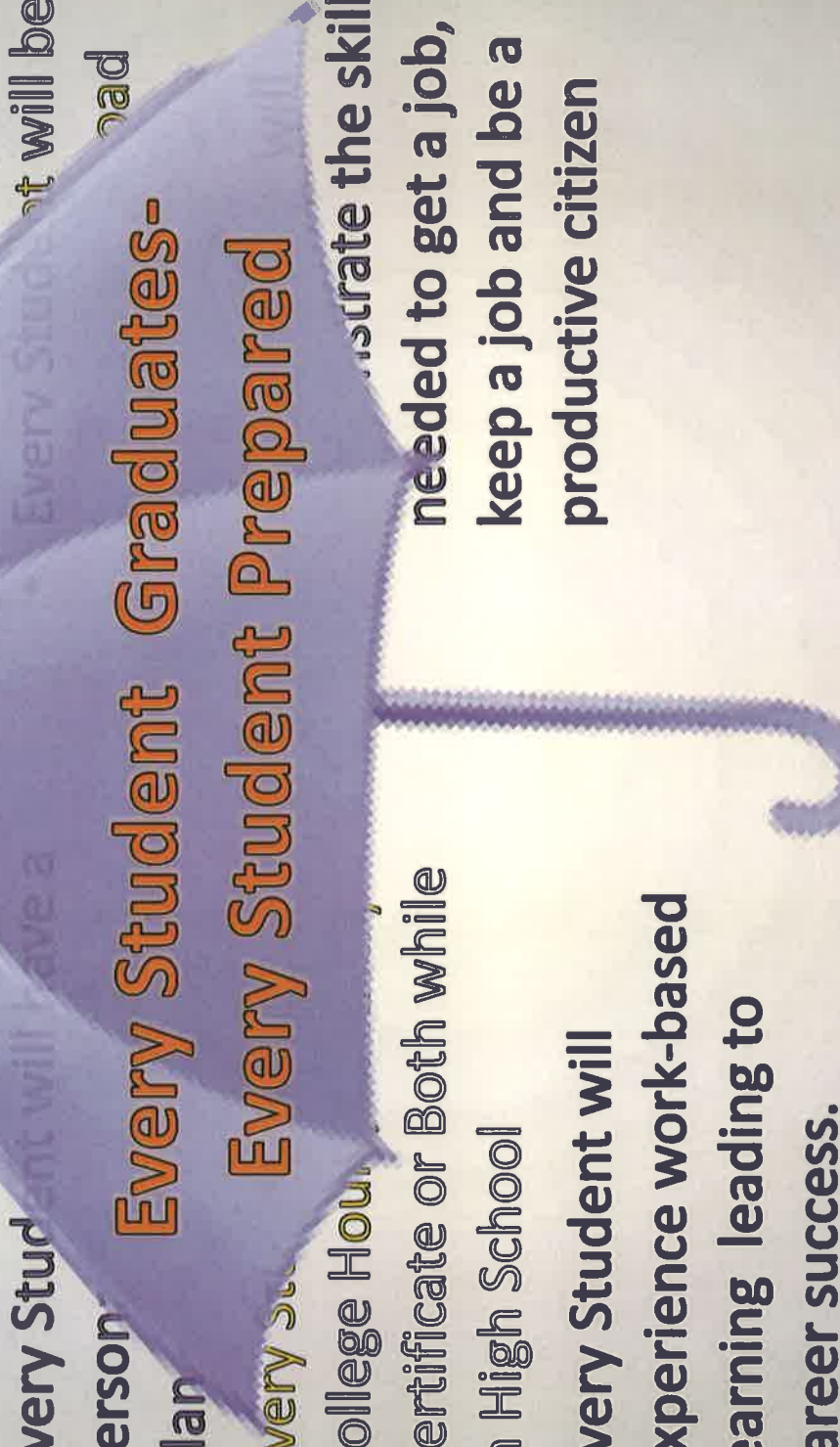
Charter schools are public schools that operate under a “charter,” or “charter contract” which frees them from many regulations created for traditional public schools while holding them accountable for academic and financial results.

A charter is simply an agreement between the school and the state that school will be done differently.

**It's all about beginning with the end
in mind...**

What will different look like?

**Every Student Graduates-
Every Student Prepared**

- 
- Every Student will have a Personal Plan
 - Every Student will be prepared to demonstrate the skills needed to get a job, keep a job and be a productive citizen
 - Every Student will experience work-based learning leading to career success.

Every Student Graduates- Every Student Prepared

As part of the agreement

The School Will...

- Request waivers on certain standards i.e. Teacher Certification, Start and End Dates for School Year, Grading Scale, Course Offerings, etc.
- Develop Partnerships with Business and Industry and Post-Secondary Education
- Engage in Professional Development and Training for Implementation of Best Practices
- Provide relevant and innovative programs of study based on the needs of students, community and workforce

The State Will...

- Grant waivers for certain standards.
- Provide funding for Professional Development and Training for Implementation of Best Practices
- Provide funding for new and innovative programs of study

Phase 1-Timeline

July 21	Letter of Intent to Apply for Charter-ADE	X
July 24	Presentation-High School Faculty	X
August 5	Presentation-High School Faculty	X
August 25	Public Hearing for High School Charter	X
Sept 5	Completion of District Conversion Public Charter School Application	
Sept 9	Submit District Conversion Public Charter School Application -ADE	
Nov TBA	Presentation to Charter Authorizing Committee-ADE	

Questions?



Appendix B



101 College Drive • Hot Springs National Park, Arkansas 71913
(501) 760-4222 • Fax (501) 760-4100 • www.npcc.edu

Office of the President

August 25, 2014

The Arkansas Department of Education
Charter School Office
Four Capitol Mall, Room 302-B
Little Rock, AR 72201

Dear Madam/Sir:

I'd like to offer the full support of National Park Community College to the Fountain Lake School District's effort to implement an innovative charter school. Please consider this letter as our highest endorsement. We are confident that this effort will result in better preparing students for lifelong learning, professional success, and academic attainment.

I am personally very encouraged by the advocacy for students in which this effort will result, and I know student success lies at the center of this innovation. National Park enjoys a robust partnership with the leadership at Fountain Lake, and we intend to leverage our relationship in order to develop appropriate educational and workforce pathways for the students of Garland County.

This approach is innovative, cutting edge, designed for student success, and will result in more students ultimately achieving their workforce and human potential. Moreover, this will build a foundation for future synergy and growth of our local educational enterprise.

If we can offer further support, please let me know.

Best regards,

John A. Hogan, Ph.D.
President

September 4, 2014

Arkansas Department of Education
Charter School Office
Four Capitol Mall, Room 302-B
Little Rock, AR 72201

Dear Sir/Madam:

Express Employment Professionals is in full support of the Fountain Lake Conversion Charter School application. As a staffing agency, we see a humongous need for an improved workforce in our market on a daily basis. We believe the implementation of the conversion charter school at Fountain Lake High School will help tremendously in preparing students in their upcoming job search. There is a consensus among the hundreds of companies that we work with in our community that a better trained and educated pool of potential employees is desperately needed. The job openings are here, but many go unfilled due to the lack of technical and career skills.

As Hot Springs continues to grow, so will the need to have graduates that are prepared to work. Our local economy will benefit as more students can be hired by companies in our market. I wholeheartedly support this application for a Fountain Lake Conversion Charter School.

Please feel free to contact me if I can be of further assistance in this process.

Sincerely,



Neal Harrington

Owner

Express Employment Professionals

Phone: 501-520-0333

Neal.Harrington@Expresspros.com



Respecting People. Impacting Business.™



Growing Hot Springs

Arkansas Department of Education
Charter School Office
Four Capitol Mall, Room 302-B
Little Rock, Arkansas 72210

Dear Sir/Madam:

On behalf of the Greater Hot Springs Chamber of Commerce and the Hot Springs Metro Partnership, we fully support and endorse the efforts of the Fountain Lake Charter High School and its program of "Graduate Every Student Prepared For Success" mission.

We manage a robust program of gauging the needs of our region's employer base as to workforce both now and in future years. The program proposed by the Fountain Lake Charter High School will prepare Garland County and Hot Springs future employees to be productive and successful leading to the general lifting of the area's economy.

We enthusiastically support the efforts of this outstanding group of education professionals.

Sincerely,

Jim Fram, CEcD, CCE, FM
President & CEO
Greater Hot Springs Chamber of Commerce
Hot Springs Metro Partnership

JF;s

ALAN CLARK
SENATOR
13TH DISTRICT
OFFICE: 501-262-3360
alanclark4statesenate@yahoo.com

POST OFFICE BOX 211
LONSDALE, ARKANSAS 72087



**THE SENATE
STATE OF ARKANSAS**

MEMBER
JOINT BUDGET
JOINT AUDIT
EDUCATION
JOINT RETIREMENT & SOCIAL SECURITY
RULES, RESOLUTIONS & MEMORIALS
AGRICULTURE, FORESTRY & ECONOMIC DEVELOPMENT

August 28, 2014

Arkansas Department of Education
Charter School Office
4 Capitol Mall, Room 302-B
Little Rock, Arkansas 72201

TO WHOM IT MAY CONCERN:

Please accept this letter as the Fountain Lake School District applies to establish the Fountain Lake Charter High School. I am writing to express my wholehearted support for this project.

I believe the school, if approved, will provide students increased opportunities for learning and encourage more involvement from parents and the community. Equipping our young people with a quality education is essential if they are to succeed in the future, and establishing Fountain Lake Charter High is an opportunity to do that.

Thank you for your time and attention in this matter. I would ask those with the power to do so to give the school district's application every possible consideration. If I can be of further assistance in this matter, please do not hesitate to contact me.

Sincerely,

A handwritten signature in black ink that reads "Alan Clark".

Alan Clark
State Senator
District 13

AC:lag

Fountain Lake School District

Michelle Durmon <mdurmon@flcobras.com>

FW: Letter

1 message

DONALD WESTERMAN <dwesterman@flcobras.com>

Wed, Sep 3, 2014 at 11:01 PM

To: Michelle Durmon <mdurmon@flcobras.com>

Cc: Brad Sullivan <BSullivan@flcobras.com>, Darin Beckwith <DBeckwith@flcobras.com>

Michelle,

A copy of this email needs to go in the supporting evidence section of the charter application.

Thank You!

DWW

From: Ashley Twiggs**Sent:** 9/3/2014 7:17 PM**To:** dwesterman@flcobras.com**Subject:** Letter

We are writing in support of Fountain Lake High School converting to a public charter school. As parents of 5th and 8th graders, we are already familiar with the benefits and changes regarding Fountain Lake's recent middle school conversion.

We are impressed with the progressive and positive plans for restructuring the teaching methods; and we would like for this model to continue at the high school level. The faculty and staff at Fountain Lake is capable of leading this type of change successfully and with a positive energy.

Fountain Lake is not changing what they teach. They are changing how they teach. By providing more project based instruction; the teachers are not only instructing for audio and visual learners, but for kinesthetic learners, as well. With this shifting focus, they are actively encouraging students (and their parents) to remain partners in their educational process through high school.

By identifying each student's intellectual strengths, as well as their interests, a charter Fountain Lake will be better able to guide students in achieving their potential. Discerning their students' purpose beyond high school—whether that involves four year college/university, community college, trade school, or the work force—is a key component to a successful high school experience.

Exciting and interesting electives designed to engage students will also encourage them to remain in school. Vocational arts are just as important as traditional electives. Bridging the gap between academics and industry should begin at the high school level.

78

It is not just about good grades. It's about connecting with students and the community and producing graduates who are equipped with a bigger picture and a plan on how to succeed in their chosen path. Fountain Lake understands this, and we are proud to be a part of their plan for our children's future.

Many thanks,
Ashley & David Twiggs

Sent from my iPad

Appendix C

2015-2016 SY PROPOSED (PRELIMINARY) CALENDAR

1st Day TEACHERS – August 10th, 2015

Last Day TEACHERS – May 31st, 2016

**** Aug. 17th, 2015 – FIRST Day – Students**

**** May 31st, 2016 - LAST Day – Students**

STAFF DEVELOPMENT

July/August (3 days to be set by Principals)

August 11th-13th, 2015 (3 Days) **10th & 14th – OFF

January 4th, 2016

February 12th, 2016

Monday 3:30-5:30 (2 Days) on the following dates:

(10/12/15; 11/9/15; 12/7/15; 3/7/16; 4/11/16; 5/9/16)

HOLIDAYS/NO SCHOOL (IF IT IS NOT NEEDED FOR SNOW)

Sept. 7th, 2015 (Labor Day)

October 23rd, 2015

Nov. 25th-27th, 2015 (Thanksgiving)

Dec. 21st - Jan. 2nd, 2016 (Christmas Break)

Jan. 18th, 2016 (MLK Day)

February 15th, 2016 (President's Day)

March 21st – 25th, 2016 (Spring Break)

May 30th, 2016 (Memorial Day)

PARENT/TEACHER CONFERENCES

October 20th & 22nd, 2015 **3:30 PM to 6:30 PM

February 11th, 2016 **3:30 PM to 8:30 PM(HS CAP included)

190 Teacher Days

178 Student Days

MAKE-UP DAYS If needed**

1/18/2016; 2/15/2016; 6/01/2016; 6/02/2016; 6/03/2016

**Act 1469(2009) requires public school districts to include 5 make-up days in addition to student interaction days. These days will be used as needed. If not needed, school will end on the 178th day of school.

High School Bell Schedule

First Bell---7:55

1st Period---8:00-8:50

2nd Period---8:55-9:45

3rd Period---9:50-10:40

4th Period---10:45-11:35

5th Period---11:40-12:30

Lunch---12:30-1:00

6th Period---1:05-1:55

Enrichment---2:00-2:35

7th Period---2:40-3:30

Appendix D

2014 APPLICATION
DISTRICT CONVERSION PUBLIC CHARTER SCHOOL
STATEMENT OF ASSURANCES

The signature of the superintendent of the school district proposing the public charter school certifies that the following statements are and will be addressed through policies adopted by the public charter school; and, if the application is approved, the local board, administration, and staff of the district conversion public charter school shall abide by them:

1. The information submitted in this application is true to the best of my knowledge and belief.
2. The district conversion 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.
3. In accordance with federal and state laws, the district conversion 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.
4. Any educator employed by a school district before the effective date of a charter for a district conversion public charter school operated at a school district facility shall not be transferred to or employed by the public charter school over the educator's objection.
5. The district conversion 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 district conversion 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 any other qualified employee of the school district is covered.
7. The district conversion 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.

8. The employees and volunteers of the district conversion public charter school are held immune from liability to the same extent as other school district employees and volunteers under applicable state laws.
9. The district conversion public charter school shall be reviewed for its potential impact on the efforts of a public school district to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.
10. The applicant confirms the understanding that certain provisions of state law shall not be waived. The district conversion 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
 - (g) Health and safety codes as established by the State Board of Education and local governmental entities.
11. 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.



Signature of Superintendent of School District



Printed Name



Date

Fountain Lake School District

Darin Beckwith • Superintendent

September 23, 2011

ABC Administration
1515 West 7th Street
Suite 503
Little Rock, AR 72201

RE: Application – Dollar General Store #12461

Please accept this document as a formal letter of opposition to the application made by Dollar General Store #12461 at 4310 Park Avenue, Hot Springs, AR 71901. As the representative for the Fountain Lake School Board, we declare our opposition to the granting of this license request due to the potential negative impact relating to the store's proximity to Fountain Lake School's location and population. While we appreciate the location of this store for many reasons – including convenience and value, we are equally concerned about the safety of our students.

Please review our request and notify us of your decision when it does come available. Should you have any questions or need further information, please do not hesitate to contact me at the number below. Thank you in advance for your help in this matter.

Sincerely,



Darin Beckwith
Superintendent

DB:cs





STATE OF ARKANSAS
ALCOHOLIC BEVERAGE CONTROL DIVISION

1515 West 7th Street, Suite 503
Little Rock, Arkansas 72201
Telephone (501) 682-1105
Fax (501) 682-2221

Michael W. Langley
Director

Donald R. Bennett
Attorney

Milton R. Lueken
Attorney

March 9, 2012

BOARD MEMBERS:

Thomas P. Powell, Jr., Chairman
Ron Fuller
Tony Ellis
Jean Hervey
Martin B. Silverfield

Mr. Darin Beckwith, Superintendent
Fountain Lake School District
4207 Park Avenue
Hot Springs, Arkansas 71901

Dear Mr. Beckwith:

In reviewing the file on Michael Anderson, d/b/a Dollar General Store #12461, 4310 Park Avenue, Fountain Lake, we find that you have voiced objections to his application for a retail beer permit.

We have scheduled a hearing before the Alcoholic Beverage Control Board on this matter for Wednesday, March 21, 2012, at the hour of 11:00 a.m., in the Fifth Floor Conference Room of the 1515 Bldg., 1515 West 7th St., Little Rock, Arkansas. It would be helpful in the Board's determination if you or a representative could appear at this hearing and state your reasons why this application should not be approved.

Documents may be submitted into the record as exhibits at the hearing, and should consist of an original and six (6) copies in order to facilitate Board Member review.

Sincerely,

A handwritten signature in black ink, appearing to read "Michael W. Langley".

Michael W. Langley, Director
Alcoholic Beverage Control Division

MWL/jkc

Fountain Lake School District

Darin Beckwith • Superintendent

March 13, 2012

State of Arkansas
Alcoholic Beverage Control Division
1515 West 7th Street
Suite 503
Little Rock, AR 72201

RE: HEARING – Michael Anderson d/b/a Dollar General Store #12461

We are in receipt of the letter of notice for the hearing on the application for a retail beer permit for the Dollar General Store #12461. The letter states that the hearing is scheduled for March 21, 2012. Due to the short notice of the scheduled hearing and the fact that all public schools in Arkansas will be on Spring Break, (i.e.-vacation plans have been made well in advance) we will be unable to attend the hearing.

We would like to submit a copy of our original letter of opposition and hope this information alone will suffice in having this application denied. We are sorry for any inconvenience this may have caused.

Sincerely,



Darin Beckwith
Superintendent

DB:cs



2013 ESEA Information

Fountain Lake Charter High School

Fountain Lake School District

District: FOUNTAIN LAKE SCHOOL DISTRICT	Superintendent: DARIN BECKWITH
School:FOUNTAIN LAKE SCHOOL DISTRICT	Principal:
LEA:2602000	Grades:K-12
Address:4207 PARK AVE.	Enrollment:1284
HOT SPRINGS, AR 71901	Attendance (3 QTR AVG):95.48
Phone:501-701-1700	Poverty Rate:56.85

OVERALL SCHOOL STATUS: **NEEDS IMPROVEMENT**

PERCENT TESTED

PERCENT TESTED STATUS: ACHIEVING						
	LITERACY			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	717	726	98.76	716	725	98.76
Targeted Achievement Gap Group	441	448	98.44	462	470	98.30
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	12	12	100.00	11	12	91.67
Hispanic	37	37	100.00	37	37	100.00
White	620	628	98.73	616	624	98.72
Economically Disadvantaged	410	417	98.32	431	439	98.18
English Language Learners	22	22	100.00	24	24	100.00
Students with Disabilities	90	91	98.90	91	92	98.91

STUDENT PERFORMANCE -- LITERACY

LITERACY STATUS: ACHIEVING										
	STATUS PERFORMANCE -- LITERACY					GROWTH PERFORMANCE -- LITERACY				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	555	670	82.84	81.48	91.00	360	443	81.26	80.88	93.00
Targeted Achievement Gap Group	306	403	75.93	76.25	91.00	218	284	76.76	75.83	93.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	1592	1943	81.94	81.48	91.00	1078	1311	82.23	80.88	93.00
Targeted Achievement Gap Group	896	1184	75.68	76.25	91.00	646	834	77.46	75.83	93.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American	7	10	70.00	89.58					100.00	
Hispanic	27	34	79.41	86.11		20	24	83.33	85.51	
White	483	579	83.42	80.34		312	386	80.83	80.04	
Economically Disadvantaged	291	373	78.02	78.38		209	267	78.28	76.82	
English Language Learners	16	22	72.73	86.84		14	17	82.35	88.09	
Students with Disabilities	34	86	39.53	46.56		22	52	42.31	51.39	

STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS: NEEDS IMPROVEMENT										
	STATUS PERFORMANCE -- MATHEMATICS					GROWTH PERFORMANCE -- MATHEMATICS				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	561	665	84.36	82.05	92.00	320	443	72.23	77.64	81.00
Targeted Achievement Gap Group	334	422	79.15	79.58	92.00	188	284	66.20	74.91	81.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	1761	2162	81.45	82.05	92.00	950	1313	72.35	77.64	81.00
Targeted Achievement Gap Group	1035	1340	77.24	79.58	92.00	563	836	67.34	74.91	81.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American	6	10	60.00	79.17					58.33	
Hispanic	29	34	85.29	78.26		20	24	83.33	71.02	
White	453	543	83.43	81.86		275	386	71.24	77.41	
Economically Disadvantaged	319	392	81.38	81.02		181	267	67.79	77.15	
English Language Learners	20	24	83.33	77.28		15	17	88.24	70.24	
Students with Disabilities	44	87	50.57	58.73		18	52	34.62	45.83	

2012 SCHOOL GRADUATION RATE

GRADUATION RATE STATUS: NEEDS IMPROVEMENT					
	2012 SCHOOL GRADUATION RATE				
ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	90TH PCTL
All Students	83	93	89.25	86.25	94.00
Targeted Achievement Gap Group	27	35	77.14	83.33	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	90TH PCTL
All Students	246	298	82.55	86.25	94.00
Targeted Achievement Gap Group	83	109	76.15	83.33	94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	
African American				100.00	
Hispanic				72.23	
White	75	84	89.29	85.96	
Economically Disadvantaged	25	32	78.12	84.85	
English Language Learners					
Students with Disabilities				73.96	

District: FOUNTAIN LAKE SCHOOL DISTRICT	Superintendent: DARIN BECKWITH
School:FOUNTAIN LAKE HIGH SCHOOL	Principal:KEITH BAKER
LEA:2602006	Grades:09-12
Address:4207 PARK AVE.	Enrollment:432
HOT SPRINGS, AR 71901	Attendance (3 QTR AVG):93.65
Phone:501-701-1706	Poverty Rate:50.00

OVERALL SCHOOL STATUS: **NEEDS IMPROVEMENT**

PERCENT TESTED

PERCENT TESTED STATUS: ACHIEVING						
	LITERACY			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	103	107	96.26	80	84	95.24
Targeted Achievement Gap Group	45	47	95.74	58	61	95.08
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American						
Hispanic						
White	90	93	96.77	66	69	95.65
Economically Disadvantaged	42	44	95.45	55	58	94.83
English Language Learners						
Students with Disabilities				10	10	100.00

STUDENT PERFORMANCE -- LITERACY

LITERACY STATUS: NEEDS IMPROVEMENT					
	STATUS PERFORMANCE -- LITERACY				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	76	100	76.00	76.33	91.00
Targeted Achievement Gap Group	26	44	59.09	73.96	91.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	207	276	75.00	76.33	91.00
Targeted Achievement Gap Group	79	120	65.83	73.96	91.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO	
African American				100.00	
Hispanic				58.33	
White	67	88	76.14	76.19	
Economically Disadvantaged	25	41	60.98	77.01	
English Language Learners				16.67	
Students with Disabilities				50.00	

STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS: ACHIEVING					
	STATUS PERFORMANCE -- MATHEMATICS				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	65	73	89.04	76.27	92.00
Targeted Achievement Gap Group	47	55	85.45	70.47	92.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	278	373	74.53	76.27	92.00
Targeted Achievement Gap Group	154	217	70.97	70.47	92.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO	
African American				100.00	
Hispanic				54.54	
White	54	60	90.00	77.44	
Economically Disadvantaged	45	52	86.54	71.07	
English Language Learners				58.33	
Students with Disabilities	8	10	80.00	75.49	

2012 SCHOOL GRADUATION RATE

GRADUATION RATE STATUS: NEEDS IMPROVEMENT					
	2012 SCHOOL GRADUATION RATE				
ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	90TH PCTL
All Students	83	93	89.25	86.25	94.00
Targeted Achievement Gap Group	27	35	77.14	83.33	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	90TH PCTL
All Students	246	298	82.55	86.25	94.00
Targeted Achievement Gap Group	83	109	76.15	83.33	94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	
African American				100.00	
Hispanic				72.23	
White	75	84	89.29	85.96	
Economically Disadvantaged	25	32	78.12	84.85	
English Language Learners					
Students with Disabilities				73.96	

Charter Authorizing Panel Decision Letter

Southside Charter High School

Southside School District



ARKANSAS DEPARTMENT OF EDUCATION

November 21, 2014

Tony Wood
Commissioner

State Board
of Education

Sam Ledbetter
Little Rock
Chair

Toyce Newton
Crossett
Vice Chair

Dr. Jay Barth
Little Rock

Joe Black
Newport

Kim Davis
Fayetteville

Alice Mahony
El Dorado

Mireya Reith
Fayetteville

Vicki Saviers
Little Rock

Diane Zook
Melbourne

Mr. Roger Rich
70 Scott Drive
Batesville, Arkansas 72501

RE: Notice of Charter Authorizing Panel Decision
Southside Charter High School/Southside Freshmen Academy

Dear Mr. Rich:

On November 20, 2014, the Charter Authorizing Panel met and approved the application for Southside Charter High School/Southside Freshmen 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 Tuesday, November 25, 2014**, in order for the request to be included in the State Board of Education agenda materials for the meeting on December 11, 2014. 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 November 13, and, at that time, the board will determine whether or not to review the panel's decision. If the State Board decides to review the panel's decision, the review will take place at a later meeting.

Let me know if you have any questions. I can be reached by phone at (501) 682-4240 or by email at cindy.hogue@arkansas.gov.

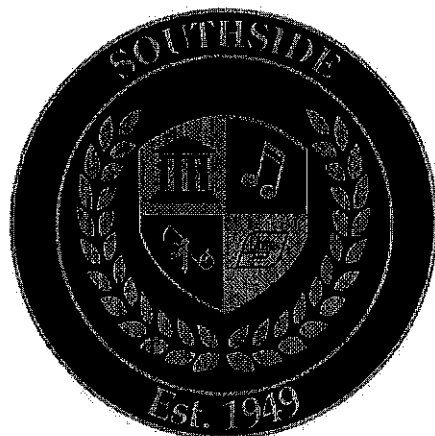
Sincerely,

Cindy Hogue, Director
Office of Educational Options

**Additional Materials
Distributed at the
Hearing Including
Documentation of
Public Hearing
Requirement
Correction**

Southside Charter High School

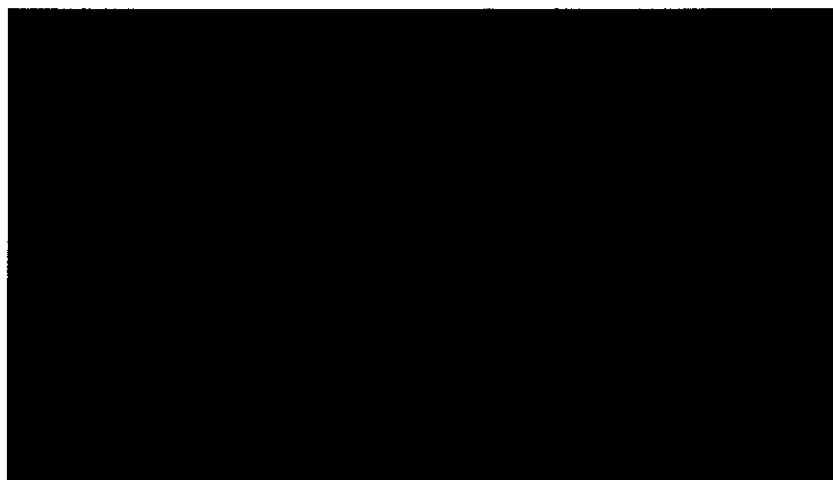
Southside School District



Student by Student
Skill by Skill



Future Stories





Our Families

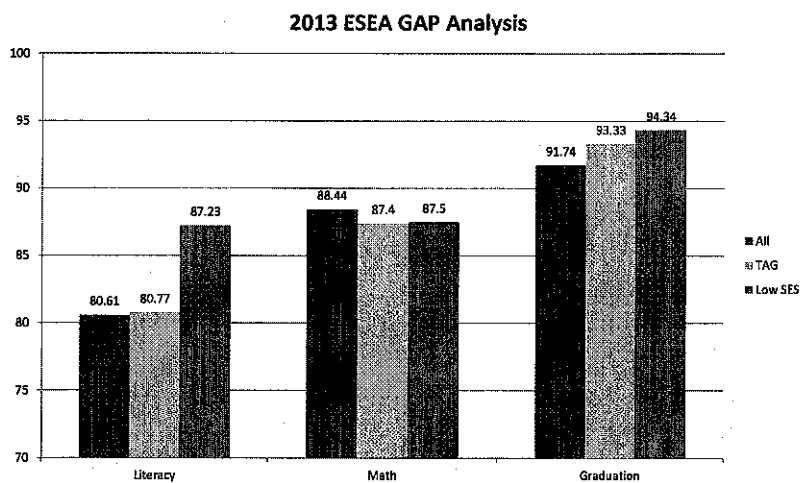
- Strive to serve the needs of families
- 1/3 of student population attends SSD under Freedom of Choice
- 3 out of every 5 families are economically disadvantaged
- Remove barriers: ACT Test, Project College Bound, and Luncheons with At-Risk Students
- Tremendous trust placed in SSD by families



Our Schools

- Preschool: 170 students from 18 months to school age
- Elementary: 530 students in grades K-3
- Middle School: 380 students in grades 4-6
- Junior High: 370 students in grades 7-9
- High School: 400 students in grades 10-12

Meeting the Needs of Students

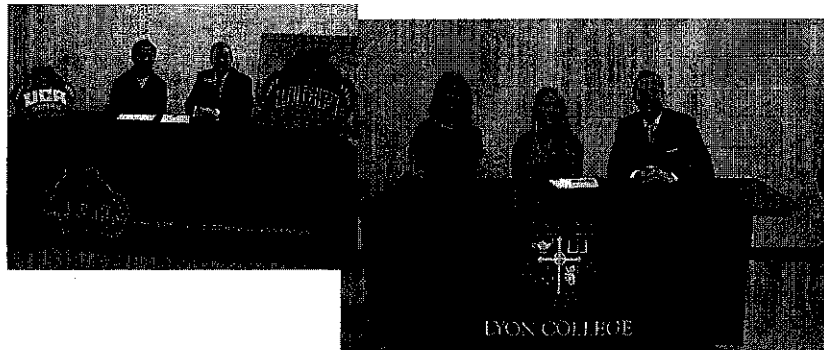


Layers of Support

- 2 "F" List at Weeks 3, 6, and 9
- Tutoring during advisory and after school
- D-6 Ops, Summer School, Credit Recovery
- Student Support Teams
- Hedgehog Program
- Intervention Paths based on NWEA MAP testing
- Intervention Groups with SIM Trained Interventionist
- School Based Mental Health Services
- Special Education/504 Referral as needed

Academic Signing Day

- 40% of graduates receive an academic scholarship each year
- The Class of 2014 received \$1.5 million



Why change?

- Reach the remaining 20% of our students
- Senior Survey: 60% enter a post-secondary institution, 5% join the military, 10% go to a sustaining work experience—the remaining 25% are employed at minimum wage/unemployed.
- Only 1 out of every 4 Southside students that enter UACCB completes a program of study (number representing those completing within three years of entering college)



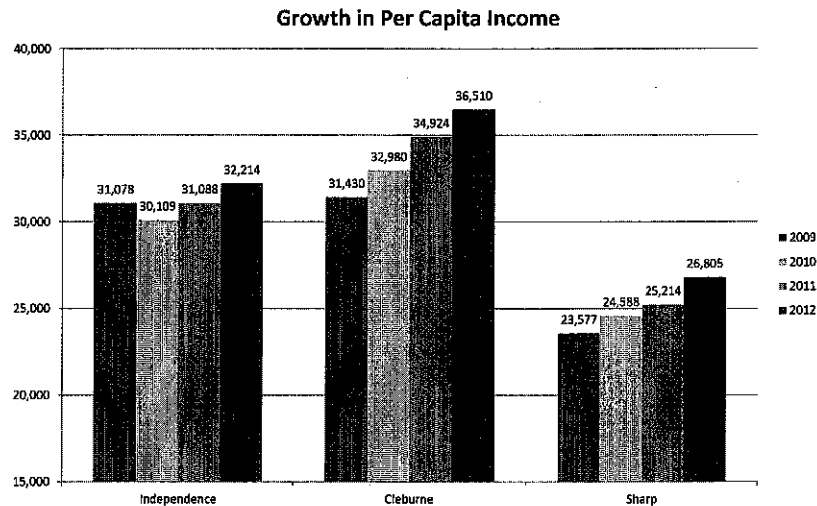
Our Community

- Strong Partnerships—Mahindra and \$20 million highway construction
- Support for students and families
- Two institutions of higher learning: Lyon College and the University of Arkansas Community College at Batesville

Employers of Independence County

- White River Health System
- Poultry Processors (Peco, ConAgra, Ozark Mtn)
- White River Area Agency on Aging
- Future Fuels
- Bad Boy
- Entergy – Independence Plant
- Life Plus
- Atlas Asphalt

Stagnant Economy



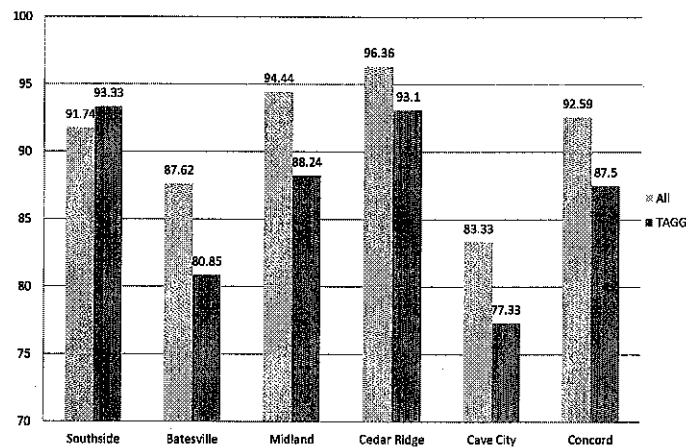
Unemployment Rate

- Over the last 5 years, the rate of Independence County has been above the average for the state of Arkansas
- With agriculture based jobs and seasonal employment, the same cyclical pattern occurs each year—spikes at 10% or more in January
- US Bureau of Labor Statistics



Graduation Rate

Graduation Rate 2012

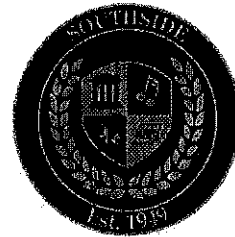


Our Vision

- The ability to go straight to work after graduation, attend a two-year community college or technical school, or attend a major four-year college or university
- Personalized learning plans
- Provide learning experiences that prepare students for college, careers, and life after high school

Pathways to Future Stories

- Traditional High School Pathway
- Industry Certification Pathway
- Associates or Advanced Industry Certification Pathway
- College Preparatory Pathway



What will we change?

- Personalized Learning Pathway
- Expand Technical Curricular Offerings
- Expand Concurrent Credit Course Offerings
- Internships/Job Shadowing
- Future Story Portfolios
- Senior Seminars—focus on career and college readiness; soft skills for success

What will the change look like?

Traditional 11 th Grade Student	SOHS 11 th Grade Student College Prep Pathway	SOHS 11 th Grade Student Technical Welding CP	SOHS 11 th Grade Student Allied Health CP
English 11	AP English	English 11 (Oral Communications Embedded)	English 11 (Oral Communications Embedded)
Algebra II	Pre-AP Algebra II	Algebra II	Algebra II
Chemistry	Pre-AP Chemistry	Chemistry	Anatomy and Physiology with lab from UACCB
US History	American History for 6 Hours of Concurrent Credit	US History	US History
Spanish I	Concepts of Physical Activity for Concurrent Credit/Fine Arts with Concurrent Credit	Welding I from UACCB/Industrial Health and Safety from UACCB	Intro to Medical Professions/Medical Procedures I
Vocational Elective of Choice	Elective of Choice or additional college courses	Engineering Drawings/Technical Methods	Spanish II
Elective of Choice	Elective of Choice or additional college courses	Elective of Choice	Elective of Choice

Progression to Future Story

Grade	Progression to future story
10	<p>1:1 Technology Instruction continues</p> <p>Embedded Coursework to accelerate high school graduation requirements</p> <p>College/Career Readiness Seminar related to Future Story</p> <p>2nd Semester: begin technical certification and/or concurrent credit pathways at UACCB</p> <p>Continue to Build Future Story Portfolio</p>
11-12	<p>Flexible scheduling for course work dedicated to value-added diploma</p> <p>1:1 Technology Instruction continues</p> <p>Digital Learning Options as needed for the challenges of Future Story</p> <p>College/Career Readiness Seminar related to Future Story</p> <p>Continue to Build Future Story Portfolio</p> <p>12th grade students can choose an internship experience as part of career readiness</p>



Building for the future



Technology

- Connectivity: 250 Mbps, up and down
- Interconnected at 10 Gbps
- Complete high-density wireless coverage
- \$200,000 in technology to prepare the facilities for learning in the 21st Century

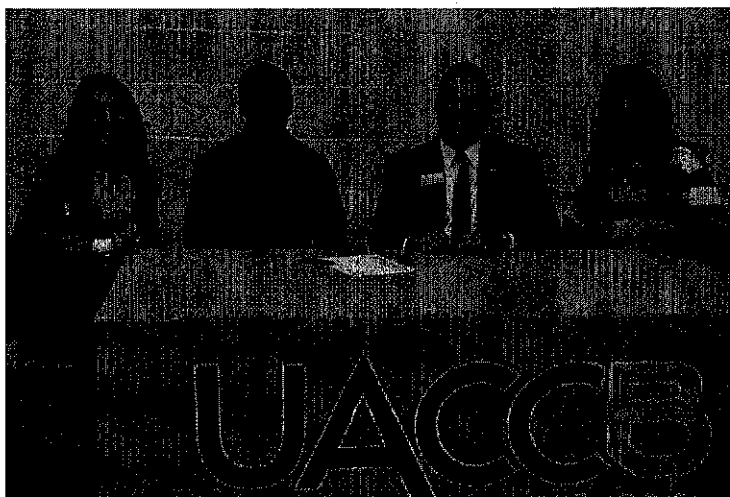




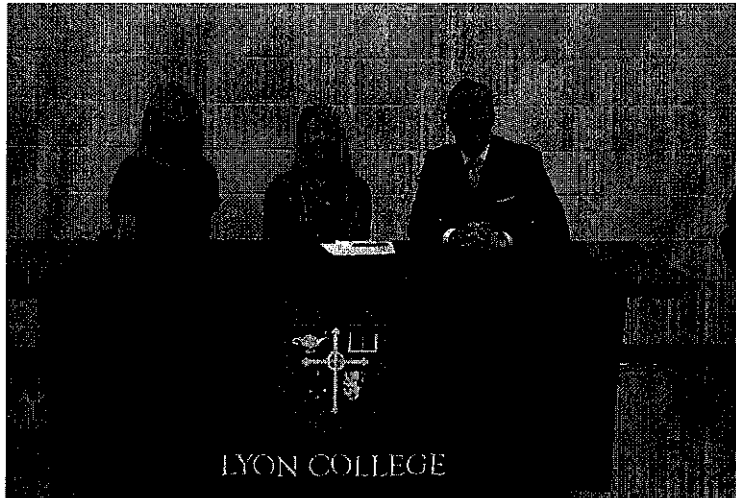
Digital Learning



Partnerships with UACCB



Next Stop: Lyon College



Landmarks to watch for:

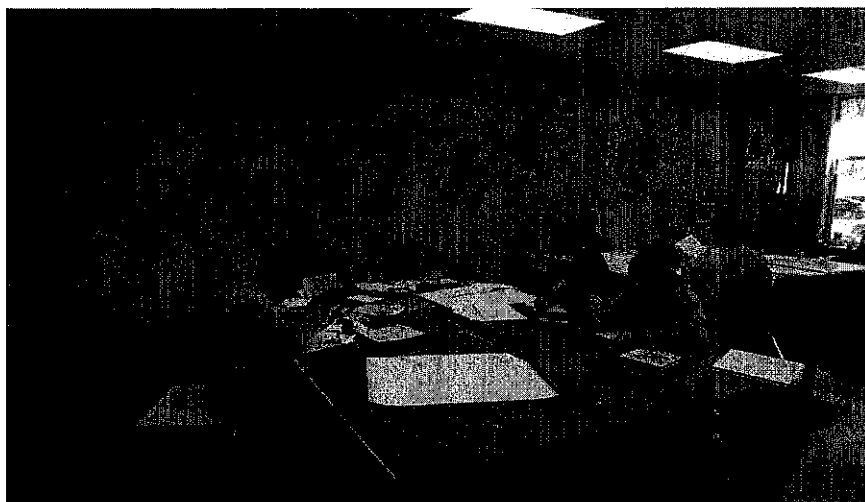
- Increase the number of Seniors who meet the four ACT College Readiness Benchmarks
- Increase the number of students participating in internships
- Increase the number of students who earn college hours or industry certifications
- Meet or exceed the state average in ELA and Mathematics on the PARCC Assessment



Stakeholder Support

- Phillip Ballwin, President Citizens Bank and Vice Chair of the Winthrop Rockefeller Foundation
- Debbie Frazier, Chancellor of UACCB
- Representative James McLean, District 63, Chair of Education Committee

Support for Future Stories





Sample Schedules
Southside Freshmen Academy and Southside Charter High School

Traditional 9 th grade Student	Proposed SCHS 9 th Grade Student College Prep Pathway	Proposed SCHS 9 th Grade Student Technical Welding CP	Proposed SCHS 9 th Grade Student Allied Health CP
English 9	Pre-AP English 9	English 9	Pre-AP English 9
Algebra I	Pre-AP Algebra I	Algebra I	Algebra I
Physical Science	Pre-AP Physical Science	Physical Science	Physical Science
Civics/Economics	Pre-AP Civics/Econ	Civics/Economics	Civics/Economics
CBA	Keystone Course/Health and Safety	Keystone Course/Health and Safety	Keystone Course/Health and Safety
Health/PE	CBA	CBA	Spanish I
Elective of Choice	Elective of Choice (choir, athletics, band, etc)	Agriculture Science and Technology I	PE/Fine Arts
Traditional 10 th grade Student	SCHS 10 th Grade Student College Prep Pathway	SCHS 10 th Grade Student Technical Welding CP	SCHS 10 th Grade Student Allied Health CP
English 10	Pre-AP English 10	English 10	English 10
Geometry	Pre-AP Geometry	Geometry	Geometry
Biology	Pre-AP Biology	Biology	Pre-AP Biology
World History	Pre-AP World History	World History	World History
Spanish I	Spanish I	PE/Fine Arts	Driver's Education/ CBA
Vocational Course of choice or Driver's Education	Driver's Education/Oral Communications for Concurrent Credit	Driver's Education/ Elective of Choice	Spanish II
Elective of Choice	Elective of Choice or additional college courses	Agriculture Metals	Elective of Choice—recommend Child Guidance with CPR Training

Traditional 11 th grade Student	SCHS 11 th Grade Student College Prep Pathway	SCHS 11 th Grade Student Technical Welding CP	SCHS 11 th Grade Student Allied Health CP
English 11	AP English	English 11 (Oral Communications Embedded)	English 11 (Oral Communications Embedded)
Algebra II	Pre-AP Algebra II	Algebra II	Algebra II
Chemistry	Pre-AP Chemistry	Chemistry	Anatomy and Physiology with lab from UACCB
US History	American History for 6 Hours of Concurrent Credit	US History	US History
Spanish I	Concepts of Physical Activity for Concurrent Credit/Fine Arts with Concurrent Credit	Welding I from UACCB/Industrial Health and Safety from UACCB	Intro to Medical Professions/Medical Procedures I
Vocational Elective of Choice	Elective of Choice or additional college courses	Engineering Drawings/Technical Methods	Spanish II
Elective of Choice	Elective of Choice or additional college courses	Elective of Choice	Elective of Choice

Traditional 12 th grade Student	SCHS 12 th Grade Student College Prep Pathway	SCHS 12 th Grade Student Technical Welding CP	SCHS 12 th Grade Student Allied Health CP
English 12	English Comp I/II for concurrent credit	English I2	English 12
College Algebra	College Algebra for concurrent credit	Welding II/Welding III	Technical Math/Writing for the Workplace
Oral Communications/Fine Arts	AP Biology	Technical Math/Writing for the Workplace	Medical Procedure II/Medical Terminology
JAG Class	Psychology for Concurrent Credit	JAG Class, Internship, Job Shadowing, and/or Senior Seminar	Nursing Assistant Courses from UACCB, clinical hours, job shadowing, and Senior Seminar
JAG Work	12 th grade students would choose		
JAG Work	additional electives at		
Elective Course of Choice	SHS, courses from UACCB to complete a full day's schedule, and participate in College Readiness Senior Seminars		



Proposed Progression
Southside Freshmen Academy and Southside Charter High School

Mission: The mission of the Southside Freshmen Academy and the Southside Charter High School is to equip each student to meet the individualized challenges of his or her future story. Students who attend the SCHS will have the ability to go straight to work after graduation, attend a two-year community college or technical school, or attend a major four-year college or university. By utilizing personalized learning plans and strong community partnerships, Southside Freshmen Academy and Southside Charter High School (SCHS) will provide high quality, research based education, and learning experiences that prepare students for college, careers, and life after high school.

Grade	Progression to future story
8	Career Development Class <ul style="list-style-type: none"> • Investigation of the 16 career clusters • Tours of UACCB and technical centers on the campus • Guest speakers from local business and industry • Advisory groups to examine EXPLORE data • 9th grade CAP Conference with parents to examine EXPLORE data • Select 2-3 pathways for exploration in Keystone Experience (9th grade)
9	Keystone Course <ul style="list-style-type: none"> • Job Shadowing • Industry Tours • Local business and industry leaders teach "soft skills" for success • Begin Future Story Portfolio 1:1 Technology Instruction First experience with self-directed, online learning (health and safety class) CAP Conference: select pathway to value added diploma
10	1:1 Technology Instruction continues Embedded Coursework to accelerate high school graduation requirements College/Career Readiness Seminar related to Future Story 2nd Semester: begin technical certification and/or concurrent credit pathways at UACCB Continue to Build Future Story Portfolio
11-12	Flexible scheduling for course work dedicated to value-added diploma 1:1 Technology Instruction continues Digital Learning Options as needed for the challenges of Future Story College/Career Readiness Seminar related to Future Story Continue to Build Future Story Portfolio 12 th grade students can choose an internship experience as part of career readiness

Timeline for Second Public Hearing for the proposed Southside Charter High School.

Notice of a second public hearing (November 13, 2014) for the proposed conversion charter of Southside High School was published in the Batesville Daily Guard on October 23, October 30, and November 6.

On October 20, 2014, the event was also placed on the events calendar of the district's web page.

Invitations to the meeting were also made to students, staff, and parents through daily announcements emailed to all staff members and available to all stakeholders via the school's web page.

The meeting was also shared with members of the Batesville's Kiwanas on November 7, 2014.

Reminders of the event were also given by Superintendent Rich during the Southern Minute, a bi-weekly radio show on Radio Station KWOZ.

The meeting was held on November 13, 2014. Handouts were provided to all in attendance summarizing the vision and mission of the proposed charter high school.

Attachments:

Public Notice published on October 23, October 30, and November 6.

Notes from Southern Minute Radio Show

Example of Daily Announcement inviting Staff, Students, and Families

Handouts provided to public

Sign In Sheet

VOL 138, NO 210, 14 PAGES THURSDAY OCTOBER 23, 2014

THE BATESVILLE DAILY
Guard

ESTABLISHED IN 1876

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10/23/14

**Southside High School
Public Hearing**

For discussion of a proposed
Conversion Charter School
Application

November 13, 2014
Southside High School
Citizens Bank Quad
6:00 p.m.

VOL. 138 NO. 220 14 PAGES

THURSDAY NOVEMBER 6, 2014

THE BATESVILLE DAILY
Guard



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BATESVILLE, MISSOURI

11-6-14

**Southside High School
Public Hearing**

For discussion of a proposed
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Application

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Citizens Bank Quad

6:00 p.m.

VOL. 138 NO. 215 / 28 PAGES

THURSDAY, OCTOBER 30, 2014

THE BATESVILLE DAILY

Guardian

WWW.GUARDIANHNT.COM



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Southside High School Public Hearing

For discussion of a proposed
Conversion Charter School
Application

November 13, 2014

Southside High School
Citizens Bank Quad
6:00 p.m.



Southerner Minute

Week Of: Nov 10 - 14

Tuesday: - Congrats to our Cross Country Team for a great showing in the Class 4A State Meet last SAT. Sherish Lane finished 8th individually & SB finished 8th as a team. Robert Hatfield finished in the top 20.

- Congrats to the following students who were chosen to attend the Key Leader Conf in C. Park recently - Natalie Murphy, Claire Coley, Talia Cruz. Sponsored by Batesville Kiwanis Club. Thanks to the
- First National Bank Team this week - JR Girls victory last night
- SB 7B & 3A JV's vs. Keweenaw tonight @ 5pm
- Key Club - Harry Teacher Appreciation Luncheon today
- RA and staff

- Take this opportunity to honor our Veterans today - Will be honoring our veterans with several classroom projects & ceremonies on all of our campuses. ^{Thank those who gave so much so we can live in freedom}

Thursday: - Congrats to Emily Henderson & Cole Weathers for being named to a National Honor Choir - They will be performing in Salt Lake City Utah in February - Highlighted by performing with the famous Mormon Tabernacle Choir

- Congrats Lucas Branson - Signed with Lyon College to continue his education & play Football
- Public Mtg @ 6pm - Conversion Charter meeting @ 6pm in HS. Foyer Area
- First Community Bank JR High Team - 7B ply @ 6:00pm & 7B @ 7:30pm



SOUTHSIDE JUNIOR HIGH

STUDENT BY STUDENT. SKILL BY SKILL.

Announcements

Wednesday, November 12, 2014

Students do not pour cereal in the sinks.

All Southside students, staff and families are invited to attend the second public meeting on Thursday, November 13, 2014, at 6:00 pm in the Citizen's Bank Quad of Southside High School to discuss application for conversion charter. The status of a district conversion charter school for Southside High School will strengthen the partnership with UACCB to allow students to complete more concurrent credit courses and complete industry certification while completing requirements for a high school diploma.

Friday, November 14th is National Diabetes Day. In honor of our diabetics, our nursing staff would like for everyone to wear blue.

No Archery Practice Thursday, November 13th after school.


There will be a wrestling meeting for grades 7-9 today after school at 3:30 in the field house.

Students, there will be a Fall Dance, sponsored by the Southside Project Graduation Parents on Friday, November 14th from 8:30-11:00 in the Old Gym. Cost is \$5.00 per student. Students will pay at the door. Dress is casual. Buddy pictures will be available for \$5.00. There will be food for sale.

1st Community Bank Junior Girls and Boys Basketball Tournament will be November 11-15. Come out and support our Junior teams!

Hear Ye! Hear Ye! Tickets are now on sale for the 20th Annual Ye Olde Christmasse Madrigal Feaste which will be Friday December 12th and Saturday December 13th. Tickets are \$20.00 until December 1st and \$22.00 after that date. Tickets may be purchased at the administration building or in the choir room in the Junior High.

Lunch Menu: Taco Salad, Salsa, Pinto Beans, Oatmeal Cookie, Pineapple, and Milk.



Public Hearing
Southside Freshmen Academy and
Southside Charter High School
November 13, 2014
Citizen's Bank Quad at SHS
6:00 pm


11/12/2014

**Southside Freshmen Academy
and Southside Charter High School**

The mission is to equip each student to meet the individual challenges of his or her future story.

Why?

Train and provide students with skills for the 21st Century workforce.




Objectives

Southside Charter High School strives to achieve:

- Improved student achievement through career-centered learning
- Increase student opportunities through a variety of technical offerings
- Provide students with expanded choices and concurrent credit courses
- Realign educational focus to meet career and college readiness
- Provide a Value-Added High School Diploma

Student's Commitment

- Personalized learning plan
- Multi-year commitment to program of study
- Value-Added High School Diploma
- Increased rigor of academic and career-ready curriculum



Educational Need

Students who attend the SCHS will have the ability to go straight to work after graduation, attend a two-year community college or technical school, or attend a major four-year college or university. By utilizing personalized learning plans and strong community partnerships, Southside Freshmen Academy and Southside Charter High School (SCHS) will provide high quality, research based education, and learning experiences that prepare students for college, careers, and life after high school.

What are the next steps?

- Conversion Charter Application
- School Board Approval
- Arkansas Department of Education Approval
- Develop Master Schedule and Pathways of Technical Certification and College Prep
- Student Placement
- Academy Model Fall 2015



Proposed Progression
Southside Freshmen Academy and Southside Charter High School

Mission: The mission of the Southside Freshmen Academy and the Southside Charter High School is to equip each student to meet the individualized challenges of his or her future story. Students who attend the SCHS will have the ability to go straight to work after graduation, attend a two-year community college or technical school, or attend a major four-year college or university. By utilizing personalized learning plans and strong community partnerships, Southside Freshmen Academy and Southside Charter High School (SCHS) will provide high quality, research based education, and learning experiences that prepare students for college, careers, and life after high school.

Grade	Progression to future story
8	Career Development Class <ul style="list-style-type: none"> • Investigation of the 16 career clusters • Tours of UACCB and technical centers on the campus • Guest speakers from local business and industry • Advisory groups to examine EXPLORE data • 9th grade CAP Conference with parents to examine EXPLORE data • Select 2-3 pathways for exploration in Keystone Experience (9th grade)
9	Keystone Course <ul style="list-style-type: none"> • Job Shadowing • Industry Tours • Local business and industry leaders teach “soft skills” for success • Begin Future Story Portfolio 1:1 Technology Instruction First experience with self-directed, online learning (health and safety class) CAP Conference: select pathway to value added diploma
10	1:1 Technology Instruction continues Embedded Coursework to accelerate high school graduation requirements College/Career Readiness Seminar related to Future Story 2nd Semester: begin technical certification and/or concurrent credit pathways at UACCB Continue to Build Future Story Portfolio
11-12	Flexible scheduling for course work dedicated to value-added diploma 1:1 Technology Instruction continues Digital Learning Options as needed for the challenges of Future Story College/Career Readiness Seminar related to Future Story Continue to Build Future Story Portfolio 12th grade students can choose an internship experience as part of career readiness

RICK CRAWFORD
1ST DISTRICT, ARKANSAS

COMMITTEE ON AGRICULTURE
SUBCOMMITTEE CHAIRMAN OF
LIVESTOCK, RURAL DEVELOPMENT,
AND CREDIT

COMMITTEE ON TRANSPORTATION
AND INFRASTRUCTURE

Congress of the United States
House of Representatives
1711 Longworth Building
Washington, DC 20515

☐ WASHINGTON, DC
1711 LONGWORTH HOB
WASHINGTON, DC 20515
PHONE: 202 225-4076
FAX: 202 225-5602

☐ JONESBORO
2400 EAST HIGHLAND
SUITE 300
JONESBORO, AR 72401
PHONE: 870 203-0540
FAX: 870 203-0542

☐ CABOT
112 SOUTH FIRST STREET
CABOT, AR 72023
PHONE: 501-843-3043
FAX: 501-843-4958

☐ MOUNTAIN HOME
1001 HIGHWAY 62 EAST
SUITE 9
MOUNTAIN HOME, AR 72653
PHONE: 870-424-2075
FAX: 870-424-3149

WWW.CRAWFORD.HOUSE.GOV

September 8, 2014

Arkansas Department of Education
Division of Learning Services
Charter and Home Schools Office
Four Capitol Mall, Mail Slot 3
Little Rock, AR 72201

To whom it may concern:

It is with pleasure that I write in support of Southside High School (SHS) officials in Batesville regarding their application to become a Charter School. SHS has a record of historically high performance. In final reports of the 2013 student data, SHS had the highest proficiency levels in Independence County for both mathematics and literacy, and no gap between all students and the Targeted Achievement Gap Group. Graduation Rates continue to be over 90% at SHS.

The Conversion Charter Status will allow SHS to move from good to great by strengthening the partnership between Southside High School and University of Arkansas Community College in Batesville (UACCB), so that students will earn a value-added high school diploma, a high school diploma plus an industry certification or college credit hours towards a two-year or a four-year degree. In addition, it will allow resources between UACCB and SHS to be shared which will better enhance educational opportunities for students on both campuses.

I am proud to support the efforts of Southside High School in applying for status as a Charter School. In doing so, Southside High School will be making a difference in the lives of the thousands of young people in the Batesville area.

Sincerely,



Rick Crawford
MEMBER OF CONGRESS

RC/cwl

DAVID WYATT

SENATOR
19TH DISTRICT
OFFICE: 870-613-3014
david.wyatt@senate.ar.gov

159 WYATT LANE
BATESVILLE, ARKANSAS 72501



**THE SENATE
STATE OF ARKANSAS**

CHAIR:
EFFICIENCY
MEMBER:
JOINT BUDGET
JOINT AUDIT
JOINT PERFORMANCE REVIEW
LEGISLATIVE FACILITIES
AGRICULTURE, FORESTRY & ECONOMIC DEVELOPMENT
TRANSPORTATION, TECHNOLOGY & LEGISLATIVE AFFAIRS

September 8, 2014

Arkansas Department of Education
ATTN: Charter School Authorizing Panel
4 Capitol Mall, Mail Slot 3
Little Rock, Arkansas 72201

Dear Panel Members:

Please accept this letter as Southside School District of Batesville submits a district conversion charter application to the Arkansas Department of Education. I am writing to express my support for this project. Equipping our young people with a quality education is essential to their future success, and I believe this conversion approach will enhance the district's ability to do that.

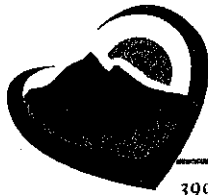
This charter application has community support, and I would ask those with the power to do so to give the school district's application every possible consideration. Thank you for your time and attention in this matter. If I can be of further assistance in any way, please do not hesitate to contact me.

Sincerely,

A handwritten signature in cursive script that reads "David Wyatt".

David Wyatt
State Senator
District 19

DW:lag



WHITE RIVER Area Agency on Aging

3998 Harrison Street • Post Office Box 2637 • Batesville, Arkansas 72503
870-612-3000 • 1-800-382-3205 • Fax 870-793-3971
www.wraaa.com

September 3, 2014

Southside Schools
70 Scott Drive
Batesville, AR 72501
Roger Ried, High School Principal

Mr. Ried,

This letter is in full support of Southside Schools attaining Charter Status. This would be a very positive step for the students. Southside Schools is a strong school that already provides a quality education and the added benefits from the partnership with UACCB will only enhance the instructional opportunities. Many students would leave high school with college hours already attained and have a head start on their college credits.

Others would be able to earn relevant Industry Certifications that would assist them with employment. Not only would the students benefit from this but, manufacturing in the area would gain a pool of better prepared employees.

The addition of Industry Certifications and earning college credits as they finish their high school years, will add value to their education.

I retired after 37 years, in education (teacher, coach, superintendent), so I am very supportive of anything that advances educational opportunities in my home community.

Sincerely,

Ted Hall, Executive Director

White River Area Agency on Aging, Inc.

Area Served: Cleburne, Fulton, Independence, Izard, Jackson, Sharp, Stone, Van Buren, White and Woodruff Counties.

White River Area Agency on Aging, Inc. is an equal opportunity provider, and employer.

A 501 (c) (3) Tax Exempt Non-Profit Organization



Roger Rich, Superintendent
Southside Schools
70 Scott Drive
Batesville, AR 72501

September 2, 2014

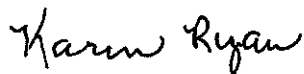
Dear Mr. Rich:

Please accept this letter of support for the Southside School District's application for the Conversion Charter School. I support this project and believe that the charter will provide the district the opportunity to equip students with the knowledge and skills that are necessary for today's workforce.

Residents of the Southside area and Independence County are committed to providing students with quality academic programs. Acknowledging the diverse needs each student has for a successful future story, the charter would allow learning pathways to be established for individual students. For some, it would open the avenue of going straight to work after graduation with a technical certification. For others, it would provide the jump start needed to successfully complete a two-or four year program of study. Both paths would elevate the learning experience as students earn a value-added diploma and have the ability to attain a family supporting job.

I support the conversion approach and I believe it will provide Southside School District help in improving the achievement of students, and will aide the overall economic health of the Southside area and Independence County.

Sincerely,



Karen L. Ryan, CEO
Vital Link, Inc.



TWH ENTERPRISES, LLC

Phone: (870) 251.1200
Fax: (870) 251.1202
E-Mail: tw@twhenterprises.com

700 Pepsi Cola Road
Batesville, AR 72501
www.twhenterprises.com

Mr. Roger Rich, Superintendent
Southside School District
70 Scott Drive
Batesville, AR 72501

Dear Mr. Rich:

Please accept this letter of support for the Southside School District's application for the Conversion Charter School. I support this project and believe that the charter will provide the district the opportunity to equip students with the knowledge and skills are necessary for today's workforce.

Residents of the Southside area and Independence County are committed to providing students with quality academic programs. Acknowledging the diverse needs each student has for a successful future story, the charter would allow learning pathways to be established for individual students. For some, it would open the avenue of going straight to work after graduation with a technical certification. For others, it would provide the jumps start needed to successfully complete a two-or four year program of study. Both paths would elevate the learning experience as students earn a value-added diploma and have the ability to attain a family supporting job.

I support the conversion approach and I believe it will provide Southside School District help in improving the achievement of students, and will aide the overall economic health of the Southside area and Independence County.

Please let us know if we can be of further assistance. We look forward to seeing great things continue to happen at Southside!

Sincerely,

T. W. Halford, Jr., President

September 2, 2014

Roger Rich, Superintendent
Southside Schools
70 Scott Drive
Batesville, AR 72501

Dear Mr. Rich:

Please accept this letter of support for the Southside School District's application for the Conversion Charter School. I support this project and believe that the charter will provide the district the opportunity to equip students with the knowledge and skills that are necessary for today's workforce.

Residents of the Southside area and Independence County are committed to providing students with quality academic programs. Acknowledging the diverse needs each student has for a successful future story, the charter would allow learning pathways to be established for individual students. For some, it would open the avenue of going straight to work after graduation with a technical certification. For others, it would provide the jump start needed to successfully complete a two or four year program of study. Both paths would elevate the learning experience as students earn a value-added diploma and have the ability to attain a family supporting job.

I support the conversion approach and I believe it will provide Southside School District help in improving the achievement of students, and will aide the overall economic health of the Southside area and Independence County.

Sincerely,

A handwritten signature in dark ink that reads "Steven Collier M.D." with a stylized flourish at the end.

Steven F. Collier, MD, FACHE
Chief Executive Officer

SFC/jm

SOLID CITIZENS

September 03, 2014

Roger Rich, Superintendent
Southside Schools
70 Scott Drive
Batesville, AR 72501

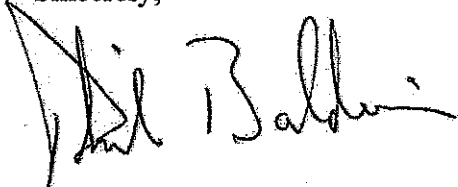
Dear Mr. Rich:

Please accept this letter of support for the Southside School District's application for the Conversion Charter School. I support this project and believe that the charter will provide the district the opportunity to equip students with the knowledge and skills are necessary for today's workforce.

Residents of the Southside area and Independence County are committed to providing students with quality academic programs. Acknowledging the diverse needs each student has for a successful future story, the charter would allow learning pathways to be established for individual students. For some, it would open the avenue of going straight to work after graduation with a technical certification. For others, it would provide the jumps start needed to successfully complete a two-or four year program of study. Both paths would elevate the learning experience as students earn a value-added diploma and have the ability to attain a family supporting job.

I support the conversion approach and I believe it will provide Southside School District help in improving the achievement of students, and will aid the overall economic health of the Southside area and Independence County.

Sincerely,



Phil Baldwin
President & CEO
Citizens Bank

September 8, 2014

Dear Sir or Madam:

I am writing in support of the Southside High School who is making application to become a charter school. The Southside High School district has an excellent reputation in the area with historical data to back the reputation.

As an employer, granting the charter school would be very beneficial to the work force knowledge in the area – which is much needed. The charter would allow benefits such as students having the ability to go straight to work after graduation; concentrating on the needs of employers; flexibility for training and job shadowing; and engaging students in courses such as Oral Communications, Career Orientation, and Health and Safety. All of which will be a great assets to the Independence County Area and surrounding communities.

Please feel free to contact me if you have any questions.

Thank you,



Mincie Thomas
Administrator

Southside Charter High School Summary

Southside Charter High School

Southside School District

Southside Charter High School/Southside Freshmen Academy

School District: Southside School District
Grade Levels: 9-12
Student Enrollment Cap: 1200
Address of Proposed Charter: 70 Scott Drive, Batesville, 72501

Mission Statement

The mission of the Southside Charter High School (SCHS) is to equip each student to meet the individualized challenges of his or her future story. Students who attend the SCHS will have the ability to go straight to work after graduation, attend a two-year community college or technical school, or attend a major four-year college or university. By utilizing personalized learning plans and strong community partnerships, SCHS will provide high quality, research based education, and learning experiences that prepare students for college, careers, and life after high school.

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

Arkansas Code Annotated §6-23-201 states "The notice of the public hearing was published in a newspaper having general circulation in the school district in which the school will be located at least three weeks prior to the date of the meeting." The public meeting for Southside High School was held on August 28, 2014. Newspaper notices were run on August 11th and August 18th, which does not meet the requirements as outlined in §6-23-201. ADE is working with the applicant to correct the deficiency and the applicant may bring documentation of the correction to the charter authorizing panel hearing.

Documentation Provided in Support of the Charter

Letters of Support Included in Application

James McLean	State Representative, District 63
Deborah J. Frazier	Chancellor, University of Arkansas Community College at Batesville
David Brogdon	Chief Financial Officer, Bad Boy Mowers
Dale Cole	Chairman and CEO, First Community Bank

Additional Letters of Support (Available for Review)

State Senator David Wyatt	District 19
Ted Hall	Executive Director, White River Area Agency on Aging
Karen Ryan	CEO, Vital Link EMS Service
T.W. Halford	President, TWH Enterprises
Dr. Steven Collier	CEO, ARcare
Phil Ballwin	CEO and President, Citizens Bank
Minnie Thomas	Administrator, Mountain Meadows Health and Rehabilitation

ADE Evaluation and Applicant Responses

Southside Charter High School

Southside School District

Southside Charter High School/Southside Freshman Academy

PART A - GENERAL INFORMATION

School District: Southside School District

Grade Levels: 9-12

Enrollment Cap: 1200

Address of Proposed School: 70 Scott Drive, Batesville AR 72501

PRE-APPLICATION MATERIALS

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

Evaluation Criteria:

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

Fully Responsive

PART B EXECUTIVE SUMMARY

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

Evaluation Criteria:

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

Fully Responsive

PART C NARRATIVE DESCRIPTION OF THE PROPOSED CHARTER

C1: PUBLIC HEARING RESULTS

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

Evaluation Criteria:

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

Partially Responsive

Concerns and Additional Questions

Arkansas Code Annotated §6-23-201 "The notice of the public hearing was published in a newspaper having general circulation in the school district in which the school will be located at least three weeks prior to the date of the meeting" The Meeting was held on August 28, 2014. Newspaper notices were ran on August 11th and August 18th. Provide any additional documentation available to show compliance with §6-23-201.

Timeline of Orientation, Public Notice and Media Coverage

August 5, 2014: Applicant Workshop was held during AAEE conference. Mr. Rich and Mrs. Humphrey attend applicant workshop. All members of admin team were attending conference which concluded on August 6, 2014.

August 8, 2014: Met with admin planning team to move forward with application process. Date for public meeting selected to allow time for input from public prior to application deadline and with respect to previously scheduled school events. Staff makes a request for immediate publication in Batesville Guard Newspaper at 9:25 am via phone and fax (see attached fax and letter from The Guard). Post public meeting on school web page event calendar.

August 11, 2014: Public Notice ran in The Batesville Guard. The Batesville Guard is the only general circulation newspaper within the Southside School District. It is a five-day a week evening publication.

August 11, 2014: Information shared and feedback solicited at the regularly scheduled school board meeting. Board members request talking points for public because they are already fielding questions and input about the public meeting after evening paper was distributed.

August 13, 2014: Information on proposed conversion charter application and public meeting shared with all district certified and classified staff during Vision and Mission Session of district professional development.

August 18, 2014: Front page story printed in The Batesville Guard.

August 21, 2014: Notice placed on digital sign adjacent to the high school on Highway 167 and next to Scott Drive that leads to Southside Preschool, Southside Middle School, and Southside Junior High.

August 26-28, 2014: Invitation to public meeting on Announcements in Middle School, Junior High, and High School. Daily announcements for the high school can be accessed by the public on Southside High School's web page.

August 27, 2014: Superintendent emails all certified and classified staff reminder about public meeting. The email included an attachment of talking points that highlight the proposed conversion charter application.

August 27, 2014: 7:00 pm Alert Now call to all faculty, staff, and families of all students enrolled at Southside School District.

August 28, 2014: Superintendent gives reminder of public meeting during Southerner Minute Radio Show at 9:00 am on KWOZ Radio Station.

September 1, 2014: The Batesville Guard runs a front page follow-up story on the public meeting.

September 5, 2014: KAIT8 from Jonesboro, Arkansas ran story during evening news programs (5:00 pm, 6:00 pm, and 10:00 pm). Story posted on the television station's web page.

September 8, 2014: Information shared and feedback solicited at the regularly scheduled school board meeting and Annual Report to the Public meeting. Batesville's Chamber of Commerce Leadership Class was in attendance of regular meeting (approximately 20 local business/industry leaders).

C2: MISSION STATEMENT

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

Evaluation Criteria:

- A mission statement that is clear and succinct

Fully Responsive

C3: EDUCATIONAL NEED

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

Evaluation Criteria:

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

Fully Responsive

Concerns and Additional Questions

Please confirm that the additional 2013 ESEA data included in the narrative text is specific to the high schools of each district, not the entire district.

Each district listed has only one high school. The additional data included was specific to the high schools of each district except for Literacy and Mathematics data listed for Cave City High School was inadvertently pulled from the district ESEA report. High School specific data for Cave City School District for Literacy: 76.47 of all students and 67.35 of students in the TAGG group. ESEA data for mathematics at Cave City High School reflects: 85.14 of all students and 83.33 in the TAGG group.

C4: ACADEMIC ACHIEVEMENT GOALS

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

Evaluation Criteria:

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

Fully Responsive

C5: 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
- Specific reasons that the school would be viable
- A description of the length of school day and school year that meets minimum state requirements

Partially Responsive-FULLY RESPONSIVE (BASED ON RESPONSE)
Concerns and Additional Questions

Provide an example of a daily schedule and describe what a typical day would look like for a charter student. Provide an example of a daily schedule that includes the technical course work.

Traditional 9 th grade Student	Proposed SCHS 9 th Grade Student College Prep Pathway	Proposed SCHS 9 th Grade Student Technical Welding CP	Proposed SCHS 9 th Grade Student Allied Health CP
English 9	Pre-AP English 9	English 9	Pre-AP English 9
Algebra I	Pre-AP Algebra I	Algebra I	Algebra I
Physical Science	Pre-AP Physical Science	Physical Science	Physical Science
Civics/Economics	Pre-AP Civics/Econ	Civics/Economics	Civics/Economics
CBA	Keystone Course/Health and Safety	Keystone Course/Health and Safety	Keystone Course/Health and Safety
Health/PE	CBA	CBA	Spanish I
Elective of Choice	Elective of Choice (choir, athletics, band, etc)	Agriculture Science and Technology I	PE/Fine Arts

Traditional 10 th grade Student	Proposed SCHS 10 th Grade Student College Prep Pathway	Proposed SCHS 10 th Grade Student Technical Welding CP	Proposed SCHS 10 th Grade Student Allied Health CP
English 10	Pre-AP English 10	English 10	English 10
Geometry	Pre-AP Geometry	Geometry	Geometry
Biology	Pre-AP Biology	Biology	Pre-AP Biology
World History	Pre-AP World History	World History	World History
Spanish I	Spanish I	PE/Fine Arts	Driver's Education/ CBA
Vocational Course of choice or Driver's Education	Driver's Education/Oral Communications for Concurrent Credit	Driver's Education/ Elective of Choice	Spanish II
Elective of Choice	Elective of Choice or additional college courses	Agriculture Metals	Elective of Choice— recommend Child Guidance with CPR Training

Traditional 11 th grade Student	Proposed SCHS 11 th Grade Student College Prep Pathway	Proposed SCHS 11 th Grade Student Technical Welding CP	Proposed SCHS 11 th Grade Student Allied Health CP
English 11	AP English	English 11 (Oral Communications Embedded)	English 11 (Oral Communications Embedded)
Algebra II	Pre-AP Algebra II	Algebra II	Algebra II
Chemistry	Pre-AP Chemistry	Chemistry	Anatomy and Physiology with lab from UACCB
US History	American History for 6 Hours of Concurrent Credit	US History	US History
Spanish I	Concepts of Physical Activity for Concurrent Credit/Fine Arts with Concurrent Credit	Welding I from UACCB/Industrial Health and Safety from UACCB	Intro to Medical Professions/Medical Procedures I
Vocational Elective of Choice	Elective of Choice or additional college courses	Engineering Drawings/Technical Methods	Spanish II
Elective of Choice	Elective of Choice or additional college courses	Elective of Choice	Elective of Choice

Traditional 12 th grade Student	Proposed SCHS 12 th Grade Student College Prep Pathway	Proposed SCHS 12 th Grade Student Technical Welding CP	SCHS Proposed 12 th Grade Student Allied Health CP
English 12	English Comp I/II for concurrent credit	English I2	English 12
College Algebra	College Algebra for concurrent credit	Welding II/Welding III	Technical Math/Writing for the Workplace
Oral Communications/Fine Arts	AP Biology	Technical Math/Writing for the Workplace	Medical Procedure II/Medical Terminology
JAG Class	Psychology for Concurrent Credit	Internship and Senior Seminar	Nursing Assistant Courses from UACCB, clinical hours, job shadowing, and Senior Seminar
JAG Work	12 th grade students would choose additional electives at SHS or courses from UACCB to complete a full day's schedule		
JAG Work			
Elective Course of Choice			

Confirm the understanding that every digital course must be offered from a provider approved by the Arkansas Department of Education and must meet or exceed curriculum standards and requirements established by the Arkansas State Board of Education in accordance with all laws, rules, and procedures promulgated to ensure access to quality digital learning content and online blended learning.

The leaders of the Southside Charter High School/Southside Freshman Academy and the Southside School district will comply with the requirements for every digital course to be offered from a provider approved by the Arkansas Department of Education and to meet or exceed curriculum standards and requirements established by the Arkansas State Board of Education in accordance with all laws, rules, and procedures promulgated to ensure access to quality digital learning content and online blended learning.

Explain how technical coursework program will be implemented and what completion of the program will offer students

In the first year of the proposed SCHS, initial technical pathways would be limited to Allied Health Careers (Certified Nursing Assistant and Emergency Medical Technician) and Welding Certificate of Proficiency. Both programs are well established and needed within the workforce of Independence County. Students completing the Allied Health Program pathway would finish with either a Certificate of Proficiency-Nursing Assistant or Certification as a Basic Emergency Medical Technician. Those choosing the Industrial Technology Program could exit with Certificate of Proficiency in Welding. All three certificates of proficiency provide local opportunities for employment with a salary more than minimum wage.

In conjunction with the technical certification, SCHS could customize pathways where students could also earn additional hours toward earning an Associates of Applied Science degree in any of these three areas by completing courses such as English Composition I and II or College Algebra that would provide credit for high school graduation requirements and build additional hours towards an Associate's degree in the respective area.

In year 2, additional technical programs will be matched to the workforce needs to provide students with industry required certification upon graduation. Thus, students are graduating with a high school diploma and certificate of proficiency for an employable technical skill. Areas for growth include but are not limited to medical billing and coding, computer information system/networking, web design, cosmetology, and early childhood education. Advisory boards consisting of school personnel, UACCB staff, and local business/industry leaders would help guide the continued expansion of technical programs to match the needs of the local economic development.

Describe the locations and facilities where the technical coursework will be held

Technical coursework would be scheduled on the campus of the current Southside High School. If the technical learning would be better enhanced by facilities available at

UACCB, then technical courses would be scheduled at the UACCB campus. In year one the following facilities could be utilized:

UACCB Nursing and Allied Health building which is a 40,000 square-foot facility that includes seven classrooms, a 200 seat lecture hall, four clinical labs, conference meeting rooms and faculty offices;

The welding technologies program at UACCB is housed in approximately 3,800 square feet of learning space consisting of faculty offices, one lecture room, one welding simulation and computer-based training lab, and one welding lab. The facilities can accommodate up to 15 students at any given time and include state-of-the-art welding booths with multi-process welders that perform Oxyfuel, MIG, TIG, and Stick welding.

Provide a detailed plan for involving the business and industry partners

Students in grades ten through twelve will be provided access to expanded curricular offerings and courses that provide credit towards a technical certification and/or concurrent college credit courses through UACCB. The charter will enable SCHS to experience increased flexibility and establish innovative avenues for high school graduates to attain jobs within north central Arkansas and provide economic prosperity for students and the Independence county area.

Upon approval of Charter Status, the outreach to business and industry partners will be intensified. Collaborative events will be held to share information, garner additional support, and formalize existing partnerships. Support could come in the form of providing opportunities for students to job-shadow or internship possibilities, speaking at senior seminars, providing industry specific equipment for technical courses, industry experts to serve as “adjunct instructors,” and/or funding for concurrent credit scholarships.

First, school staff will utilize the Independence County Economic Council and the Batesville Area Chamber of Commerce events like After Hours Meetings to involve business/industry partners. Additional publicity through local media will also be leveraged to reach out to local business/industry. Administrators of SHS and UACCB will meet with the Economic Council and Chamber members to establish advisory group members for the various technical training areas. Advisory members and industry partners will help to answer the following questions:

1. What are the immediate workforce needs? The future workforce needs?
2. What training and/or industry certification would be required for employees?
3. What “soft” skills are you seeking in employees?
4. What support can your business or industry provide to students?

Since the initial application of SCHS and media coverage of public meetings, additional industry employers have been reaching out to be part of the dialogue and planning. For example, a local asphalt company manager has spoken about the need for heavy equipment operators. Requirements for the job involve a CDL and being 21 years of age. SHS leadership probed further to ask what jobs a student could perform within the

company between high school graduation and the age of 21. The ensuing conversation revealed need for assistants for survey crews. With collaboration between the proposed SCHS and industry employers, technical course work could provide opportunities for students to gain introductory survey skills at the proposed SCHS while the potential employer could provide job shadowing opportunities, guest speakers who would spotlight both surveying and heavy equipment operation and possible internships for seniors. Students would graduate with an employable skill in the company and the opportunity to continue to learn and advance in the industry at the age of 21 as a surveyor or heavy equipment operator.

Working with UACCB, the proposed SCHS would begin with expanded concurrent credit options for general education and the initial technical pathways in Industrial Technology (Certificate of Proficiency in Welding) and Allied Health (Certificate of Proficiency in Emergency Medical Technician and Nursing Assistant). After year one of implementation and additional meetings with advisory boards, pathways would expand into areas of business, public service, and other areas within Industrial Technology and Allied Health as determined by advisory board members representing local business and industry.

C6: CHARTER MODEL

Evaluation Criteria:

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

Partially Responsive-FULLY RESPONSIVE (BASED ON RESPONSE)

Describe the specific innovation that would be offered as a charter school that could not be offered under the traditional high school.

In order to implement the full educational program which is personalized and designed to utilize a seat time waiver requirement, the District has pursued a Conversion Charter status to address these innovations and other waivers including:

- Educator Licensure – since many of the instructors could be industry-based experts or higher education staff who would not have the required credentials;
- Restructuring of the role of the library media specialist who a greater emphasis on involvement and support of the programmatic design ;
- Class size and teaching load designed to facilitate flexibility in designing the diploma pathways;
- Embedded coursework designed to facilitate flexibility in the programmatic design; and
- Career and Technical requirements utilizing embedded content across the curriculum.

Each of the requested waivers are essential elements that support the overall design of the plan for restructuring.

C7: AUTONOMY

Evaluation Criteria:

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

Fully Responsive

C8: SCHOOL IMPROVEMENT PLAN

Evaluation Criteria:

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

Fully Responsive

C9: 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 Common Core State Standards.

Evaluation Criteria:

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

Fully Responsive

C10: 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 those areas 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 procedures that will be in place for child find for students who do not have an IEP that may need services.

In order to ensure that all students are learning at appropriate rate and receiving all services, multiple layers of intervention have been woven into Southside High School and will be part of the proposed Southside Charter High School. A long standing procedure has been frequent monitoring of classroom performance of all students. Progress reports are issued to all students and their families at weeks 3, 5, 7, and 9 of each academic quarter. As each progress reports are issued, student grades are monitored for students failing two or more classes and placed on the 2 "F" list. A lead staff member (principal, counselor, or instructional facilitator) conferences with each student and makes contact with each student's family offering before/after school tutoring, academic counseling, and other support services.

The next layer involves grade level teachers and Student Support Team (SST) meetings. Students struggling to perform academically or socially are referred to the SST. The instructional facilitator leads grade level team meetings that focus on coordinating services and ensuring these students have an adult advocate on campus. Issues from vision, to attendance, to poor homework performance, to problems with peers interactions and group work have been addressed with students through the SST. If the SST is unable to resolve the academic issues, then the student may be referred to the Intervention Team and possible special education referral. If social issues cannot be resolved, students are referred to the building counselor and/or for school based mental health services.

Southside High School initiated NWEA MAP testing in the 2014-15 school year. Students in grades 10-11 are assessed in Mathematics, Language Usage, and Reading. Utilizing those scores, students will be placed in remediation groups as needed. Based on

academic need, groups will be taught by certified staff or work through a personalized learning path through digital remediation programs such as Achieve 3000, KHAN Academy or Classworks. If students do not make progress through their individual learning paths, they will be moved to small group led by a teacher. Then, if the student does not make progress, he or she will be referred for academic services including, but not limited to special education referral as needed and determined by the intervention team.

Confirm that the charter will comply with all state and federal requirements for special education.

The leaders of the Southside Charter High School/Southside Freshman Academy and the Southside School district will comply with the requirements with all state and federal requirements for special education.

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, **separate from the district's annual report to the public**, that outlines the school's progress;
- A plan for dissemination of the annual report to appropriate stakeholders

Fully Responsive

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 provide assurances for a random, anonymous lottery selection process.

Evaluation Criteria:

- A student recruitment plan that will provide equal opportunity for all parents and students to learn about and apply to the school
- An enrollment and admissions process that is open, fair, and in accordance with applicable law

- A process for, and a guarantee of, a random, anonymous lottery process should there be more student applications than can be accommodated under the terms of the charter

Fully Responsive

C13: PRIOR CHARTER INVOLVEMENT

Evaluation Criteria:

- A complete Prior Charter Involvement Template for each individual connected with the propose 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 administrator(s) and other key personnel. This section should also describe the professional qualifications which will be required of employees.

Evaluation Criteria:

- A job description for the school administrators and other key personnel, including but not limited to counselors, 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

Fully Responsive

Concerns and Additional Questions

Explain if the professional qualifications listed are minimum qualifications, or desired qualifications.

The qualifications listed are minimum qualifications. The district is seeking flexibility through conversion charter to restructure staffing including measures such as the use of highly qualified industry experts as instructors, higher education instructors, and restructuring the traditional role of media specialists to meet the individual needs of students' future stories while meeting the needs of the workforce based on local business/industry.

C15: 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

C16: FACILITIES

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

Evaluation Criteria:

- An identified facility appropriate to meet the needs of the school over the term of its charter
- A realistic plan for remodeling or adapting a facility, if necessary, to ensure that it is appropriate and adequate for the school's program, the school's targeted population, and the public
- Evidence that the school understands the costs of securing and improving a facility and has access to the necessary resources to fund the facility plan
- A sound plan for continued operation, maintenance, and repair of the facility

Fully Responsive

C17: 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

C18: 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
- A proposal that involves the parents of students, employees and the broader community in
- carrying out the terms of the charter

Fully Responsive

C19: WAIVERS

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

Evaluation Criteria:

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

SEE LEGAL COMMENTS

C20: DESEGREGATION ASSURANCES

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

Evaluation Criteria:

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

SEE LEGAL COMMENTS

C23: SUSTAINABILITY OF THE PROGRAM

The Sustainability section should describe the applicants' 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

Legal Review of Waivers Requested

Southside Charter High School

Southside School District

**Southside Charter High School and Southside Freshman Academy
Waivers Requested in Original Application**

1. Planned Instructional Day

Section 10.01.4 of Standards

With a personalized learning plan for a student to earn a value added diploma, SSD is requesting a waiver of the Planned instructional Day requirements. The individualized offering of the SCHS, while meeting all curriculum requirements, may be capable of being provided in less than 30 hours each week.

Legal Comments: The applicant should explain why this waiver is necessary. It appears the planned instructional time will meet the requirements of this Standard. The applicant also notes on page 16 of its application that its instructional time will comply with state law. If the applicant does intend to provide less instructional time than is required by this Standard, a waiver of **Ark. Code Ann. § 6-16-102 School Day Hours; Ark. Code Ann. § 6-18-211 Mandatory Attendance for Students in Grades 9-12; and the ADE Rules Governing Mandatory Attendance Requirements for Students in Grades Nine Through Twelve** is also necessary.

Response: *The Southside School District requests flexibility for the meeting the individual learning paths of the students of the proposed Southside Charter High School. As needed, this flexibility would be utilized to provide students the opportunity to participate in internships and off site training opportunities during the academic day. The proposed SCHS would establish written policies detailing these procedures and would guarantee that students would meet all of the requirements of 30 hours of instructions. Flexibility would be most needed for seniors to participate in technical learning experiences outside of the school's structured learning environment.*

In order to provide a comprehensive explanation of the need for a waiver, we would like to define with the following example what implementation would look in a student's schedule and personal learning pathway. Following submission of the application for the proposed SCHS, a supervisor within a regional asphalt company that serves much of northeast and central Arkansas made contact with the school leadership about helping to fill the needs within his workforce. The need includes heavy equipment operators which company insurance policies requires an employee to be at least 21 years of age and possess a CDL. Yet, the company does have other needs that students with a value added diploma could fill until they are of age to earn a CDL and be employed as an equipment operator. For example, high school graduates with background experience in surveying, construction management and/or mechanics could work within the yard making approximately \$9 an hour. At the age of 21 and the completion of the CDL licensing process, that wage would double to \$18-\$19 an hour. Experienced operators/truck drivers within the company have potential to earn approximately \$45,000 a year.

To prepare a student for a future story with this company, traditional vocational course work in Agriculture Mechanics and Agriculture Metals would be paired with Industrial Health and Safety and opportunities to intern and/or job shadow within this industry. Through senior seminars and internships, students could build a background in surveying and construction management which are vital to success in the industry. This learning would occur outside of the regularly structured school day and environment. Those interested in pursuing a technical certificate or Associate's in surveying or General Technology could also complete general education requirements such as English Composition I and II, College Algebra, and US History. The flexibility of this waiver would allow the school to respond to the needs of the individual student's future story and learning path.

In order to respond to a student's personalized learning pathway, the SSD also seeks waiver from Ark. Code Ann. § 6-16-102 School Day Hours; Ark. Code Ann. § 6-18-211 Mandatory Attendance for Students in Grades 9-12; and the ADE Rules Governing Mandatory Attendance Requirements for Students in Grades Nine Through Twelve. These waivers will allow the proposed SCHS to establish written policies detailing the procedures for students to meet all requirements of 30 hours of instruction outside of the school's structured environment.

Remaining Issues: Based on the information provided, it does not appear this waiver is necessary.

2. Clock Hours

Section 14.03 of Standards

By providing relevant and meaningful instruction in value added diploma pathways, the teaching of simultaneous and/or embedded courses within the SCHS structure, and to allow the integration of graduation credit courses with other courses as necessary, the Applicant requests the waiver of the seat time requirement.

SSD assures that the granting of this waiver will not create a dilution of the coursework required to meet all necessary standards and frameworks for the affected courses.

Legal Comments: None

Remaining Issues: None

3. Licensure

Ark. Code Ann. §§ 6-15-1004; 6-17-302; 6-17-309; 6-17-401; 6-17-902; 6-17-919

Sections 15.02 and 15.03 of Standards

ADE Rules Governing Educator Licensure

With proximity of two institutions of higher learning, Southside School seeks flexibility to use instructors and staff from Lyon College and University of Arkansas Community College to provide instruction that would not otherwise be afforded to students, especially students of poverty. All instructors from higher education institutes would be required to pass background checks. In addition, during parent night and CAP Conference, members of local colleges would be available to share and help all families, especially families of poverty, to understand the importance of academic behaviors and achievement in grades 10-12 and how they impact college and/or career readiness.

SSD is requesting a waiver from the above listed statutes and rules, to the extent that it may be necessary to hire professionals in the community who possess outstanding credentials and work history in the various areas of coursework provided at SCHS, even if they do not possess a teaching license. Any individuals hired as a result of this waiver will meet all other requirements, such as Highly Qualified status if applicable, and the successful completion of criminal background and Child Maltreatment Registry checks, and meeting the requirements for Highly Qualified Teacher status (other than licensure) if they teach core academic subject areas. SCHS sees this as an enhancement to the relationships it seeks to develop with the business/industry partners as a result of the inception of the conversion charter school.

Legal Comments: None

Remaining Issues: None

4. Library Media Specialist

Ark. Code Ann. §§ 6-25-103 and 6-25-104

Section 16.02.3 of the ADE Rules Governing the Standards for Accreditation (all concerning licensed library media specialist)

With charter status, SSD would utilize the media center to create a learning environment that supports learning at students own pace and on their own time before, during, and after the full hours 30 hours of instruction provided in a week. SCHS seeks flexibility to utilize the media specialist to meet the individual needs of students. As students pursue their own future story, resources of space and personnel must shift from managing and directing what occurs in the learning act to empowering the student to direct, coordinate and focus their own learning. The media center will become a learning environment where flexible, anytime/everywhere learning becomes the norm. With flexibility in time, duties, and role of the media specialist, he or she will be better able to support student success on their personalized learning plans. The media specialist would receive the same number of minutes for planning/prep as a core classroom teacher.

Legal Comments: None

Remaining Issues: None

5. Class Size and Teaching Load

Section 10.02.5 of the ADE Rules Governing the Standards for Accreditation (concerning class size and teaching load)

For a decade, Southside Schools have experienced a 3-5% growth each year. Combine the historical growth with flexibility to meet the needs of students who may change their value added diploma pathway during an instructional year, forced hiring mid-year could be a barrier for the charter school. With excellent teachers being the most valuable resource in the classroom, hiring in the midst of an instructional year does not ensure that a high quality teacher can be selected for Southside students. It only ensures compliance. Leadership in the building and district recognizes that hiring teachers is the most important role they play in the direct instruction of the classroom; forced hiring due to growth does not always afford the instructional leaders that necessity. Flexibility from this rule would ensure quality teachers are employed for all students at SCHS. During core instruction in grades 10-12, a teacher will not be assigned more than 180 students; a core academic class will not exceed more than 30 students.

Legal Comments: None

Remaining Issues: None

6. Embed Oral Communications

Section 9.03.4.1 of Standards

The Southside School District is required to teach Oral Communications as a separate class to its 10th grade students.

To prepare students for their value added diploma experience, SSD is asking for a waiver of that requirement in order that curriculum meeting the requirements of the ADE Standards Rules, Arkansas Frameworks and all applicable rubrics may be embedded within other courses to be provided by the conversion charter school.

The Applicant ensures that students will receive instruction concerning the required material in the Oral Communications class meeting or exceeding all state curriculum requirements through embedding curriculum within the students' required coursework.

Legal Comments: Applicant should explain what course(s) will be embedded in and how it will ensure that each student receives the required instruction.

Response: *On August 15, 2014, Southside High School was granted course approval*

status for Embedded English 11/Oral Communication. Students at the proposed SCHS will receive the instruction and curriculum approved under this waiver by the State Board of Education. The curriculum standards for both courses will be combined and taught to all students enrolled in English 11.

Remaining Issues: None

7. Career and Technical Education (withdrawn)

Section 9.03.3.9 ("Career and Technical Education") of the ADE Rules Governing the Standards for Accreditation

Southside School District (SSD) is required to teach the Career and Technical Education curriculum as separate classes to its seventh (7th) and eighth (8th) grade students. To prepare students for a value added diploma experience, the Applicant is asking for a waiver of the requirement to teach the Career and Technical Education curriculum requirements as separate classes to its seventh and eighth grade students in order that curricula meeting the requirements of the ADE Standards Rules, Arkansas Frameworks and all applicable rubrics may be embedded within other courses to be provided by the conversion charter school. SSD ensures that students will receive instruction concerning the required material in the Career and Technical Education classes meeting or exceeding all state curriculum requirements through embedding the curriculum within the students' required coursework, or by presenting the courses as listed below. Specifically, the Applicant requests to embed the course content of the Career Orientation class into other portions of the Junior High Curriculum; introduce the Family and Consumer Science course at the eighth) grade level, and introduce the Survey of Ag Science course at the eighth grade level.

Legal Comments: This Standard applies to 5-8th grade. The applicant intends to serve grades 9-12. The authorizer lacks the authority to grant waivers for grades that will not be served by the charter.

Response: *Southside School District withdraws the request for the waiver of Career and Technical Education requirements for grades 7-8.*

Remaining Issues: None

7. Health and Safety Education

Section 9.03.4.9 of Standards

Southside School District (SSD) is required to provide a one half unit Health and Safety Education course to meet the requirements of this standard.

The applicant is asking for a waiver of that requirement in order that content meeting the requirements of the ADE Standards Rules, Arkansas Frameworks and all applicable rubrics may be embedded within other courses to be provided by the conversion charter school.

SSD ensures that students will receive instruction concerning the required material in the Health and Safety Education class meeting or exceeding all state curriculum requirements through embedding the curriculum within the students' required coursework.

Specifically, the Applicant requests to embed the content from the Health and Safety class within all of its Allied Health and Technology courses.

Legal Comments: The applicant should confirm that it will still teach one unit of physical education. Applicant should explain what course(s) will be embedded in and how it will ensure that each student receives the required instruction.

Response: *The leaders of the Southside Charter High School and Southside Freshmen Academy will comply with the requirements for physical education and teach one unit of physical education. Working with UACCB instructors of the Allied Health and Industrial Technology Health and Safety Course, leadership for the SCHS will ensure that all curriculum frameworks for Health and Safety will be taught. The course will be offered on the campus of the Southside Charter High School.*

Remaining Issues: None

DESEGREGATION ANALYSIS: Fully responsive

Application

Southside Charter High School

Southside School District

RECEIVED

Arkansas Department of Education
Charter and Home School Office
September 9, 2014



ARKANSAS DEPARTMENT OF EDUCATION

2014 Application District Conversion Public Charter School

Deadline for Receipt of Submission: Tuesday, September 9, 2014, 4:00 p.m.
Applications will not be accepted after this time.



Name of Proposed Charter School:

Southside Charter High School and Southside Freshmen 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
2014 APPLICATION
DISTRICT CONVERSION PUBLIC CHARTER SCHOOL**

A. GENERAL INFORMATION

Name of Proposed Charter School: Southside Charter High School/Southside Freshmen Academy

Grade Level(s) for the School: 9-12 Student Enrollment Cap: 1200

Name of School District: Southside School District

Name of Contact Person: Roger Rich, Superintendent

Address: 70 Scott Drive City: Batesville

ZIP: 72501 Daytime Phone Number: (870) 251-2341 FAX: (870) 251-3316

Email: roger.rich@southsideschools.org

Charter Site Address: 70 Scott Drive

City: Batesville

ZIP: AR Date of Proposed Opening: August 2015

Name of Superintendent: Roger Rich

Address: 70 Scott Drive City: Batesville

ZIP: 72501 Daytime Phone Number: (870) 251-2341

B. EXECUTIVE SUMMARY

Provide the mission statement of the proposed school.

Applicant Response:

The mission of the Southside Charter High School (SCHS) is to equip each student to meet the individualized challenges of his or her future story. Students who attend the SCHS will have the ability to go straight to work after graduation, attend a two-year community college or technical school, or attend a major four-year college or university. By utilizing personalized learning plans and strong community partnerships, SCHS will provide high quality, research based education, and learning experiences that prepare students for college, careers, and life after high school.

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

Applicant Response:

Through a strong, collaborative partnership with University of Arkansas Community College at Batesville (UACCB) and area business and industries, students will be provided early access to college and/or career pathways that lead to the completion of students' future stories. Options will include graduating with a value-added diploma which will provide technical certification and/or college credit. The partnership will allow the sharing of intellectual capabilities and resources to meet educational needs of students while addressing the economic and workforce needs of Independence County.

As an initial introduction to college and/or career pathways, staff from Southside Junior High and UACCB will engage students in career orientation classes in initial career pathway exploration and utilize data from the EXPLORE assessment to begin the initial drafting of the students' personalized learning plan.

Freshmen will receive a technology driven instruction that furthers their career and technical orientation pathways and the finalization of their future story during a ninth grade Keystone course. The result of the Keystone course will be the creation of a personalized learning plan which becomes the platform for Career Action Planning (CAP) Conferences between the student, family, and school staff during grades 10-12.

Students in grades ten through twelve will be provided access to expanded curricular offerings and courses that provide credit towards a technical certification and/or concurrent college credit courses through UACCB. The charter will enable SCHS to experience increased flexibility and establish innovative avenues for high school graduates to attain jobs within north central Arkansas and provide economic prosperity for students and the Independence county area.

Faculty members will actively participate in job embedded professional development and professional learning communities throughout the school year.

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 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, called by the school board, which was held for the purposes of assessing support for the establishment of this public charter school. Provide copies of supporting evidence.

Applicant Response:

A public hearing was held August 28, 2014 from 6:00-7:00 pm at the Southside High School Quad to discuss the proposal for the Southside Charter High School. The meeting was publicized in the Batesville Daily Guard, the local newspaper. Additionally, the meeting was publicized on the bi-weekly radio show, the Southerner Minute and on the district's calendar web page. Superintendent Roger Rich sent an Alert Now message to all parents in the district. Email communication and Alert Now call also went to all faculty and staff members. The Batesville Daily Guard ran a front page news story prior (August 18, 2014) to the meeting and another news story after the meeting (September 1, 2014). Twenty-two individuals attended the meeting. The number is greater than that seen at other district meetings such as the Annual Report to the Public. On September 5, 2014, KAIT Channel 8 news from Jonesboro visited the campus and ran a story about the proposed charter on the evening newscast. The same news video and story were available on the TV station's web site. Copies of all publicity are located in the Appendix.

Superintendent Roger Rich welcomed everyone and provided an overview of proposed Charter Conversion Process and Application. Roger Ried, high school principal, and George Sitkowski, junior high principal, presented on future stories, and the role the charter could play students' future stories. Novella Humphrey, director of federal programs and curriculum, presented on need for the charter conversion in light of the current local economic conditions. Chancellor Debbie Frazier and Dr. Brian Shonk from UACCB shared highlights of the partnerships forming between the community college and local business/industry employers to provide a quality workforce for the Independence County area. Superintendent Rich then facilitated a time for patrons to question and discuss the proposal. Comments and questions were positive and in support of the charter application not only to school staff but to local media (see September 1st story in Attachments).

In addition to the public hearing, Superintendent Rich presented information to the faculty, staff, and community partners on August 13, 2014 and to the school board on August 11, 2014. Sharing and educating parents and the community of the process continues on an individual basis as both the superintendent and principals meet with parents and community partners.

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

- A. The notice of public hearing was distributed to the community, certified school personnel, and parents of all students enrolled at the public school for which the school district initiated the application.

- B. The notice of the public hearing was published in a newspaper having general circulation in the school district in which the school will be located at least three weeks prior to the date of the meeting.

2. Give the mission statement for the proposed charter school.

Applicant Response:

The mission of the Southside Charter High School (SCHS) is to equip each student to meet the individualized challenges of his or her future story. Students who attend the SCHS will have the ability to go straight to work after graduation, attend a two-year community college or technical school, or attend a major four-year college or university. By utilizing personalized learning plans and strong community partnerships, SCHS will provide high quality, research based education, and learning experiences that prepare students for college, careers, and life after high school.

3. Describe the educational need for the school by responding to the following prompts. Include the innovations that will distinguish the charter from other schools.

Complete the following charts to include 2013 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 Name	Southside School District		
District Status	Needs Improvement		
	LITERACY 2013 ESEA Report Percentage Achieving or Advanced	MATH 2013 ESEA Report Percentage Achieving or Advanced	Graduation Rate 2012-2013 2013 Report Card Percent Graduated
All Students (Combined)	80.88	78.71	91.74
Targeted Achievement Gap Group	75.28	74.19	93.33
African American			
Hispanic	76.67	65.67	
White/Caucasian	80.86	78.86	91.92
Economically Disadvantaged	78.57	75.25	94.34
English Language Learners/ Limited English Proficient	70.00	69.57	
Students with Disabilities	39.51	57.30	94.44

CAMPUS DATA - CAMPUS PROPOSED FOR CONVERSION TO CHARTER			
District Name	Southside School District		
Campus Name	Southside High School		
Grade Levels	10-12		
Campus Status	Needs Improvement		
	LITERACY 2013 ESEA Report Percentage Achieving or Advanced	MATH 2013 ESEA Report Percentage Achieving or Advanced	Graduation Rate 2012-2013 2013 Report Card Percent Graduated IF APPLICABLE
All Students (Combined)	80.61	88.44	91.74
Targeted Achievement Gap Group	80.77	87.40	93.33
African American			
Hispanic			
White/Caucasian	81.32	89.01	91.92
Economically Disadvantaged	87.23	87.50	94.34
English Language Learners/ Limited English Proficient			
Students with Disabilities	58.33	90.48	94.44

CAMPUS DATA - HIGH SCHOOL CLOSEST TO THE PROPOSED CHARTER LOCATION			
District Name	Batesville School District		
Campus Name	Batesville High School		
Grade Levels	10-12		
Campus Status	Needs Improvement		
	LITERACY 2013 ESEA Report Percentage Achieving or Advanced	MATH 2013 ESEA Report Percentage Achieving or Advanced	Graduation Rate 2012-2013 2013 Report Card Percent Graduated IF APPLICABLE
All Students (Combined)	77.37	78.83	87.62
Targeted Achievement Gap Group	67.92	68.49	80.85
African American			84.62
Hispanic	42.86	52.38	86.96
White/Caucasian	81.6	87.38	87.01
Economically Disadvantaged	72.45	69.01	78.21
English Language Learners/ Limited English Proficient		43.75	100
Students with Disabilities	26.67		83.33

CAMPUS DATA - OTHER CAMPUS IN FEEDER PATTERN OF PROPOSED CONVERSION CHARTER			
District Name	Southside School District		
Campus Name	Southside Junior High		
Grade Levels	7-9		
Campus Status	Needs Improvement		
	LITERACY 2013 ESEA Report Percentage Achieving or Advanced	MATH 2013 ESEA Report Percentage Achieving or Advanced	Graduation Rate 2012-2013 2013 Report Card Percent Graduated IF APPLICABLE
All Students (Combined)	74.64	61.72	
Targeted Achievement Gap Group	64.66	54.31	
African American			
Hispanic			
White/Caucasian	74.87	61.81	
Economically Disadvantaged	70.75	54.72	
English Language Learners/ Limited English Proficient			
Students with Disabilities	27.27	40.91	

Explain the educational need for the charter in light of the academic performance by the district, the campus proposed to be converted, and at the schools in the same feeder pattern as the proposed charter. Explain other significant factors. Be certain to include the source for information presented.

Applicant Response:

Southside School District (SSD), located in Independence County and consisting of 45 square miles, lies in a rural area south of the White River. The district has a student population of approximately 1,800 students from preschool through twelfth grade. The uniqueness of SSD is reflected by one-third of the students attending school under Freedom of Choice. SSD has seen a steady growth in student numbers over the last decade.

With the 2014 Elementary and Secondary Education Act (ESEA) Preliminary reports, the district's poverty rate is listed at 60.15%, a 5% increase from the 2013 reported data of 55.61%. The district has placed a strong emphasis on closing the achievement gap between students that are economically disadvantaged and their peers. The 2013 ESEA report shows 80.88 % of all students proficient or advanced in literacy and 78.71% of all students proficient or advanced in mathematics. Students considered economically disadvantaged scored 78.57% proficient or advanced in literacy and 75.25% proficient or advanced in mathematics. The 2013 data yields a gap of 3.5% across the district in economically disadvantaged.

Southside High School's data reflects an even smaller gap. Literacy data from the 2013 ESEA report lists 80.61% of all students proficient or advanced while 87.23% of students who were economically disadvantaged scored proficient or advanced. Mathematics data from the same report lists 88.4% of all students proficient or advanced while 87.5% of students who were economically disadvantaged. Regardless of economic background, Southside High School has been able to meet the needs of students with strong core instruction.

However, the feeder school for Southside High School has seen an increase in the gap between all students and economically disadvantaged students. At Southside Junior High, the 2013 ESEA report data show a 4% gap in literacy and a 7% gap in mathematics compared to a 2012 ESEA report data with gaps of 2% in literacy and 3% in mathematics.

With the implementation of the more rigorous standards of the Common Core and expectations that all students will be college or career ready, the next steps for improvement in student achievement at Southside High School

depend upon the coupling of an individual student's future story and implementation of additional layers of personalized enrichment and/or intervention. Since each future story is different, SSD must continue to develop personalized and innovative solutions that will equip students to meet the short term and long term challenges of their unique future stories.

Historically, SSD's senior survey shows about 60% of graduating seniors at SSD pursue higher education. Five percent enlist in the military and 10 percent engage in some type of sustaining work experience above minimum wage pay. Therefore, many others are leaving SSD to enter the workforce and fall into the minimum wage line of employment. Through strong partnerships with UACCB and area industry and employers, SSD will focus on more opportunities for students to exit high school with skills and technical certifications necessary for a sustaining work experience or an accelerated path to a two-year or four year degree. With the work in the proposed Southside Freshmen Academy as a capstone experience to courses in career orientation, students will select pathways to their future story and a value added high school diploma. As students enter grades ten through twelve, course work and work experience will tie to their selected path and future story.

Business and industrial partners within the Independence County Area are actively recruiting individuals to fill vacancies. By creating personalized pathways for students, the Southside Charter High School and Freshmen Academy will prepare students with the necessary skills and certification for employment in these positions and earning a sustainable wage.

According to the 2013 Economic Report for Batesville and Independence County, the largest employers in the area are Peco Foods, Future Fuel Chemical Company, Bad Boy Mowers, and White River Health System. The demand for skilled employees at these companies is great. UACCB has responded to this demand and has engaged these employers in discussion about establishing a pipeline of future skilled workers. A good example of these discussions comes from discussions with regional maintenance contracting company that has an office in Batesville. This contractor provides maintenance services, primarily, to power generating plants. These plants on maintenance schedules that require portions of them to be shut down six weeks at a time to rebuild parts that have a high wear factor. In order to facilitate these rebuilds in a expeditious manner the contracting company uses crews of 150 - 300 welders at each site. The Batesville office is involved in several of these rebuilds per year and is always in need of qualified welders. These are high-skill, high-wage jobs. Although the work hours are long - as much as 12 hours per day, seven days per week - and the living conditions can be challenging - generally living in recreational vehicles or hotels - a worker can earn in excess of \$20,000 in a six week period. Demand for these workers is so high, that the contractor operates their own summer training welding program to help meet the demand for employees - the need is so great that the company covers the entire cost of the training.

Batesville is the hub for healthcare for Independence and surrounding counties. White River Health System (WRHS), with nearly 1,400 employees and \$84 million in employee salaries and benefits, is the largest healthcare provider in the area and works in close connection with UACCB to provide education and employment for a variety of medical occupations. In addition to WRHS, there are seven other major healthcare and/or human services related employers employing an additional 100 employees - all of which are in constant need of well-trained, certified personnel. As an example, one local healthcare company has hired more than twelve Emergency Medical Technician-Basic/Paramedic employees in the last approximately one year. As a result of not having qualified applicants in the local area they have resorted to advertising outside of our area and the last six employees have been hired from other regions.

Data reported by the local community college shows 629 Southside graduates have enrolled in courses since 2007. Only 154 students have earned a technical credential or an associate's degree from UACCB. The data does not acknowledge students that may have taken course work and then transferred to another higher education institution, but it does acknowledge only 1 in 4 students are completing programs of study. Personalized seminars in college readiness and work with a college/career coach at SSD will promote a larger number of students completing a course of study at UACCB.

As reported in the September 7, 2014 edition of the Arkansas Democrat Gazette, Randy Zook, president and CEO of the Arkansas State Chamber of Commerce states "Arkansas has shortages of skilled welders, engineers in all fields, and truck drivers... 'I hear employers say, 'Give me someone who is willing to show up drug-free and willing to work and I'll do the rest.'" With the need for skilled workers not only local, but state-wide, the proposed

charter would move the workforce of Independence County into the 21st Century.

If the performance of students at schools and or/districts not noted in the previous charts demonstrate the need for the charter, provide the student performance data and its source and explain.

Applicant Response:

The following data sets represent a comparison of Southside School District with adjoining districts and others within the immediate Independence County Area. All data was collected from 2013 ESEA Reports posted on the Accountability Reports Center of the Arkansas Data Center: <https://adedata.arkansas.gov/arc/>

Graduation Rate: In researching schools that feed into the workforce of Independence County, most schools are graduating about 90% of all students with a 3-6% gap to the TAGG group. It is interesting that approximately the same rate applies to employment rate each winter in Independence County. One in ten students does not graduate and one in ten workers in Independence County is unemployed each winter. The viability of the economy within the county is dependent on schools producing a skilled workforce that can move beyond entry level jobs and be retained in family-sustaining jobs.

School: % of All students; % of TAGG

Southside: 91.74; 93.33

Batesville: 87.62; 80.85

Midland: 94.44; 88.24

Cedar Ridge: 96.36; 93.10

Cave City: 83.33; 77.33

Concord 92.59 87.50

Literacy: In conversations with business and industry leaders, the importance of clear communication skills has been a frequently occurring message. With public and private health care a large employer in the area, the need for communication is vital to both the economic status and the level of health care residents receive.

School: % of All students; % of TAGG

Southside: 80.61; 80.77

Batesville: 77.37; 67.92

Midland: 70.97; 67.65

Cedar Ridge: 72.20; 60.63

Cave City: 80.52; 76.07

Concord: 77.98; 70.31

Mathematics

With a wide variance in mathematics performance across the region, it is critical for the Southside School District to equip students with the ability to meet the mathematical demands of their future story and the capacity to train for entry level positions and move to higher paying positions within the local economy.

School: % of All students; % of TAGG

Southside: 88.44; 87.40

Batesville: 78.83; 68.49

Midland: 63.83; 58.85

Cedar Ridge: 56.25; 49.29

Cave City: 79.65; 75.71

Concord: 84.85; 77.65

Future Fuels, the second largest employer in the manufacturing sect of Independence County, requires potential employees to hold a Gold Certificate on the WorkKeys Assessment. This career readiness test assesses the ability to read for information, locate information and apply mathematics. With that in mind, a hard look is required at education models to ensure all students are prepared for the area workforce and that schools are meeting the obligation to students, parents, and patrons to prepare students for the 21st Century.

Describe the innovations that will distinguish the charter from other schools.

Applicant Response:

The distinctiveness of the SCHS will reside in from three components: its commitment to each individual student's future story, its partnerships with the business community and its development of a value-added diploma that includes a technical certification or concurrent college credit in addition to the high school diploma. In 1924, Henry Ford said "Education is preeminently a matter of quality, not amount." His thought is ageless as SSD listens to business/industry partners and the need to provide a quality work force. To date, ten area businesses/employers and the University of Arkansas Community College at Batesville have expressed interest in partnering with the Southside School District to made the charter a successful endeavor.

Conversations with area businesses and employers have yielded much discussion about the local workforce skills gap. Again, data from the local community college reveals the high need for support to ensure more high school graduates earn credentials and degrees. Southside Charter High School and Southside Freshmen Academy would address the needed skills for success through personalized learning plans, expanded technical curricular offerings, concentrated college/career readiness seminars and additional concurrent credit courses for students seeking a two-year or four-year degree.

Personalized Learning Plans

As students in Southside Freshmen Academy complete the Keystone Experience, they would select the pathway and build a personalized learning plan to earn technical certification or earn concurrent credit to accelerate a two-year or four-year degree. CAP conferences involving SSD faculty, students and parents would annually review the student's future story and value-added diploma to help the student choose from expanded course offerings available through traditional instruction, digital instruction, or in conjunction with UACCB.

Technical Curricular Offerings

Expanded curricular offerings will be available to assist students in making their future story a reality. Working with local industry partners and UACCB, expanded technical offerings will be developed in areas such as allied health, business, industrial technology and public service. Offerings will directly mirror the need for a skilled workforce within the Independence County area

College/Career Readiness Seminars

Utilizing a blend of digital learning and face to face learning experiences, seminars will address the "soft skills" that are required for success throughout the world of business and industry. Seminars will focus on college readiness and success as well as success in areas of technical careers. Topics would range from résumé building, interview skills, workplace ethics and professionalism, business etiquette, OSHA certification, personal finance, budgeting, and appropriate social media use in the workplace.

Concurrent Credit Courses

Future stories involving a college education would be scaffolded through concurrent credit courses on the Southside campus, UACCB campus, and other higher education offerings online. Skills such as understanding a syllabus, time management, utilizing campus resources, and study skills would be provided as part of the college experience while students are still in high school. Seminar classes for concurrent credit courses would work to remove as many barriers as possible to enable successful completion of a college course of study.

Along with the outlined innovations, rigor in both the traditional and innovative course work will that reflect the high standards of technical careers or college course work to ensure successful candidates for employment or successful completion of college course work.

4. 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
SCHS will increase the number of Seniors who meet the four ACT College Readiness Benchmarks.	ACT	Increase 3%	Baseline will be established in 2015-16 Spring of each year beginning in 2017
SCHS will meet or exceed the state average in ELA on the PARCC assessment.	PARCC	Meet or Exceed State Average	Annually
SCHS will meet or exceed the state average in Mathematics on the PARCC assessment.	PARCC	Meet or Exceed State Average	Annually
SCHS will increase the number of students participating in internships	Future Story Portfolio	Increase 5%	Baseline 2015-16 Annually (2016-2019)
SCHS will increase the number of students who earn college hours, or industry certifications	Value Added Diplomas and Personalized Learning Plans	Increase 5%	Baseline 2015-16 Annually (2016-2019)

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:

With the mission of Southside Charter High School and Freshmen Academy focused on a student's readiness to make his or her future story into a reality, the above goals will help measure the drive the PLC conversations and work of the PLC to aide in the fulfillment of the mission. SSD has an ongoing process of examining teacher and student accountability with use of data in Professional Learning Communities (PLCs) at both the individual building level and the district level. By examining trend data, PLCs identify curricular, instructional, and individual student weaknesses; PLC groups then create an action plan to attack the weakness. An increase in students who earn college hours or industry certifications will bring that PLC work to a tangible fruition and accomplish the mission of the charter.

In examining data on the ELA and Mathematics on the PARCC Assessment, PLCs will be ensuring students are on the path for college/career readiness as indicated in the Common Core State Standards. Along with data from the PARCC Assessments each school year, building and district PLCs will examine MAP Assessment data four times each year to plan appropriate interventions or enrichments to ensure every student is growing to his or her full potential, on the path to college and career readiness standards as indicated by the PARCC exam, and prepared for his or her future story. Thus, meeting or exceeding the demands of the PARCC Assessment will ensure students are able to demonstrate college and or career readiness.

Internships will provide a capstone learning experience for charter students pursuing technical certification or degrees. The internships will be individualized, based on the future story's value added diploma, and tailored specifically to students' needs. Growth of internship experiences will help to ensure students have the ability to go to work after graduation or the motivation and professional relationships to overcome the challenges of finishing a two-year or four-year degree.

5. Describe the educational program to be offered by the charter school.

Applicant Response:

Foundational Education Philosophy

SSD embraces the students, families and community it serves. Decisions and placement of resources are made to best reflect the needs of the community as a whole while constantly thinking first of the needs of a student. Over the last decade, SSD has closely monitored student data to ensure that core instruction is meeting the needs of 80% of students while layering interventions to meet the needs of individual students in the remaining 20%. A system of success had been built upon the past Arkansas Frameworks and ACTAAP Assessment that led to 84.1% of all students proficient or advanced in 2012 in math and literacy. The achievement levels dipped to 76.6% on preliminary 2014 ESEA reports. Therefore, current reality requires a harder look as students will be measured for college and career readiness and moving into a workforce in a stagnant economy.

Data from the Bureau of Economic Analysis for Independence County shows per capita income increasing marginally from \$31,078 to \$32,214 (difference of \$1,136) over the latest four years of data (2009-2012). The two counties in the area were at comparable levels in 2009: Independence-\$31,078, Cleburne-\$31,430 but adjoining Cleburne County residents saw much higher increases (\$5,080) in the same time period. Also during the same time period and continuing into 2014, Independence County is recorded by the Bureau of Labor Statistics with a higher unemployment rate than the state of Arkansas as a whole and then spiking to a high of 10.7% in January 2013 and again to 10.4% in January 2014. Trend data shows each winter, 1 out of every 10 workers in Independence County is out of a job.

With district leadership envisioning a stronger future, conversations became focused on what can be leveraged to change the future for our students, their families, and the community. Dialogue with business partners, officials in higher education, and families led to the need to improve the quality of the education provided to be more aligned with local workforce needs and to provide a jump start for college success. The charter would allow

SSD the flexibility to fluidly respond to the needs of the individual students, their future stories, the families of Southside, the community, and the economic needs of the Independence County Area.

Future Story

Student at Southside begin to draft their future stories as early as the primary grades with a range of responses from playing in the NFL, teaching, or being a veterinarian. During middle school, future stories are incorporated into real-world connections with core instruction in mathematics and science and the discussion continues. By junior high, career orientation classes take students to a deeper look at the 16 career clusters and administration of the EXPLORE test in the 8th grade. With stronger business/industry partnerships, the career orientation experience will be strengthened and set students up for a successful experience in the 9th grade Freshmen Academy Keystone experience. At the end of Keystone, students would solidify their future story and select a pathway to a value-added diploma. Teachers in grades 4-12 would continuously use the student's future story to build connections to the content and relationships

Freshmen Academy

Operating as a "school within a school," the freshmen academy would provide experiences to refine and solidify a student's future story. Learning experiences would include job shadowing, industry tours and speakers about "soft skills" for success, career and college showcases, and student expectations that involve communication, collaboration, and problem-solving skills of a 21st Century learners. In this smaller "school with a school" setting, students would be introduced and supported in 1:1 instruction and self-directed, online learning.

Blended Digital Learning and Self-Directed Online Learning

To advance the completion of high school graduation requirements, technical certifications, and/or concurrent college courses, learning would be accelerated and enhanced through blended digital learning or self-directed, on-line learning. Each student would be provided with a laptop and necessary software or additional memory to enable the completion of their personalized learning plan. Technology based learning experiences would also ensure that all students in the SCHS gain the essential technology skills necessary for entering the workforce or college. The blending of digital learning and face-to-face, hands on experiences would sustain the differentiation needed for many at-risk learners to successfully turn their future story into a reality.

Project Based Learning

In order for students to develop 21st century competencies, instruction utilizing project based learning (PBL) will facilitate an extended period of time to investigate and respond to a complex question, problem, or challenge. PBL requires students to problem solve, think critically, collaborate, and communicate clearly. In culmination students present their work to others, outside of the walls of school and their teacher and classmates.

Seminars

As "soft skills" play an integral role in the success of students in a work place or college, seminars will provide the basis for many students, especially those of poverty, to learn the often unspoken or hidden rules of success. Topics will include time management, employability skills, résumé building, role of social media in the workplace, personal finance, and ethical/professional codes of behavior. Seminar experiences would also examine the "Seven Habits of Highly Effective People" and other texts often alluded to in the world of work and business.

Business and Industry Partners

Southside School District has cultivated long-standing partnerships with the business and industry community of Independence County. These partners will have multiple windows to interact with students and staff at the proposed charter school throughout a student's academic career in grades 8-12. Perspective employers can observe the skills and the work ethic of students, hand-pick interns, and network with students about post-graduate employment.

Technical Course Work

Partnerships of resources and intellectual capabilities will provide an expansion in the quantity and quality of technical course work. For example, local industry demands a large number of skilled welders. These respective entities are partnering with the community college to provide this skill set. In collaboration with UACCB, students in the SSD would be afforded a chance to learn that precise skill set before high school graduation and be readily employable in a job paying well above minimum wage.

Concurrent Credit Courses

Currently traditional high school students can earn the first semester or 15 hours of concurrent credit courses at SHS, with the expansion of the partnership with the local community college and utilizing online learning with other institutions of higher learning, students could complete additional college course work while still in high school or pursue coursework to advance their technical certification. Our initial offering will be in, the only specialized concurrent technical credit course work offered focuses on health related careers. Areas that could be immediately expanded include criminal justice, emergency medical technician, and child development. Partnerships with local law enforcement agencies, ambulatory service providers, and child care facilities would provide opportunities for students to gain

Future Story Portfolio

Starting with Freshmen Keystone Course, students will maintain a portfolio of their work and steps to achieve their future story. Portfolios contents will include their personalized learning plans, highlights of respective course of study, major accomplishments, photographs depicting related field experiences, course work samples, examples of collaboration with others, evidence of community service/involvement, and a résumé. Students will be expected to present their authentic learning to internship interviews, potential employers, college recruiters and to their individual families during student led conferences and/or CAP conferences.

Internships

Seniors will the opportunity to spend up to 120 hours in an internship with a local business or industry partner. Flexible scheduling will allow this to be during the summer, morning, evenings, or a time that best fits both the student and the potential employer.

Value-Added Diploma

Based upon a student's future story, he or she will select one of two exit options. In addition to the high school diploma granted under ADE regulations, he or she may choose a technical certification that allows them immediate entry into the workforce or they may choose concurrent credit which will provide a jump start to a two-year or a four-degree.

Viability

Southside School District is a fiscally sound district. School Choice provides annual growth in the student population. Recent construction of new facilities has provided outstanding facilities that allow for continued growth in the future. Long standing partnerships and support from business and industry within the community, provide opportunities for the sustainability of the Southside Freshmen Academy and the Southside Charter High School.

Length of School Day and Year

Southside Charter High School will begin class each day at 7:55 and end at 3:15. The length of the school year will be coordinated with start and end dates, as well as holiday breaks, equivalent to the other schools within the Southside School District and in accordance with state law.

6. Explain why a charter school is necessary to better meet student academic needs instead of a traditional district school.

Applicant Response:

In Jim Collins' book *Good to Great*, he writes "Greatness is not a function of circumstance. Greatness, it turns out, is largely a matter of conscious choice." Student performance data for Southside High School has remained largely at 80% of more of students scoring proficient or advanced over the last 4 years. Satisfaction with good would require no changes, but dissatisfaction by leadership at the inability to meet the other 20% of student academic needs leads to the necessity of revamping interventions and enrichment layers to ensure all students are successful-to restructure in a manner that is great for all. Students that are not performing at expected achievement levels continuously weighs on the decisions made and how to restructure the educational landscape to promote success in high school and after high school.

From the graduating class of 2007 to the 2013 class, there have been 629 students who graduated from Southside High School registered at UACCB. Of those, 154 have earned a credential. The staggering data shows that only 1 out of 4 students entering the local community college complete a course of study. The lag in economic growth in Independence County also adds to the frustration many graduates face after high school. Each of the last two winters has set record high unemployment rates with one out of every ten workers in Independence County without a job. The charter would allow SSD the flexibility to fluidly respond to the needs of the individual students, their future stories, the families of Southside, the community, and the economic needs of the Independence County Area. With charter status and strong partnerships, SSD will focus on more opportunities for students to exit high school with skills and technical certifications necessary for a sustaining work experience or an accelerated path to a two-year or four year degree.

7. Explain how the charter school will have more autonomy than traditional schools in the district. Discuss each of the following:
- A) Employing personnel;
 - B) Developing and controlling the charter school budget;
 - C) Managing day-to-day charter school operations;
 - D) Developing and controlling the school calendar; and
 - E) Other areas of autonomy to be afforded to the charter.

Applicant Response:

A) Employing personnel;

As needed, the leadership of the charter school will have the ability to select new employees, both certified and classified. The district will also seek a waiver in the charter application to allow the employment of High Qualified Teachers that are not licensed teachers. For example, hiring industry credentialed welding instructors that may not be licensed as a teacher.

B) Developing and controlling the charter school budget;

Following the recommendations of the SCHS's school improvement committee and building level leadership, budget priorities for the school will be established. SSD is a fiscally sound district and will work collaboratively with building leadership to maintain the fiscal strength of the district.

C) Managing day-to-day charter school operations;

Building level leadership will have the autonomy to determine the day-to-day routines and management needed for student success at SCHS. District administration will hire strong leadership and allow them to carry forward the vision and mission of the charter application. With the personalized learning plan as a foundation for educational services, building administrators will have autonomy to design and implement such critical pieces as master schedules, staff assignments, and individualized education experiences to allow for time to be dedicated to internships, self-directed online learning classes, and/or concurrent credit courses.

D) Developing and controlling the school calendar; and

SCHS school improvement team will have input in conjunction with the District PLC to establish a school calendar that best meets the needs of student learning and success.

E) Other areas of autonomy to be afforded to the charter.

Building leadership will have the autonomy to make short term and long term decisions based upon student needs. By embedding courses in grades 7-10, students will be better afforded time for real life learning through job-shadowing experiences, internships, industry technical training, or college level courses for career certification.

8. Describe the school improvement plan by addressing the following:
- A) Explain how the licensed employees and parents of the students to be enrolled in the charter school will be involved in developing and implementing the school improvement plan, identifying performance criteria, and evaluating the effectiveness of the improvement plan.

Applicant Response:

Students, parents of students, and licensed employees will continue their respective roles in the school improvement plan (ACSIP). Goals for the plan of SCHS will be aligned with the broader goals of the local ACSIP plan as well as state, and national goals that include: literacy, mathematics, English Language Learners, health and wellness, and the cycle of continuous improvement planning (CIP). Each fall, the plan will be filed with the Arkansas Department of Education for review. It will also be posted on the district's website for review by parents and community members.

With subcommittees needed to develop and implement the broader goals, students, parents, and certified staff will have multiple opportunities to be involved. Before the October 1 ACSIP deadline, the goals, performance criteria and achievement will be evaluated to determine the effectiveness of the plan and identify changes needed to ensure student success. The process for establishing performance criteria will be founded not only on the goals for the charter, but also on AMOs for math literacy and ELL, BMI results for Health and Wellness, and the assessment of the CIP Team.

- B) Describe a plan for school improvement that addresses how the charter school will improve student learning and meet the state education goals.

Applicant Response:

Major strengths of the district include professional learning communities (PLCs), use of data for decision making, and the belief that learning should be viewed student by student and skill by skill. SSD seeks to find the pathway for all students to learn and turn their future story into a reality. The current plan and all future school improvement plans will address the needs of at-risk learners and their future story.

As part of SCHS's school improvement plan, initiatives will include project based learning and digital learning to promote the skills necessary for entering the 21st century workforce. With the alignment to the Common Cores State Standards, both initiatives will promote student learning and meet the state education goals.

9. Describe the process that will be used to ensure curriculum alignment with the Arkansas Curriculum Frameworks and the curriculum requirements of the Common Core State Standards as adopted by the State Board of Education.

Applicant Response:

With full implementation of the Common Core State Standards across grades K-12 in Arkansas, the alignment of curriculum at SSD falls within the boundaries of Professional Learning Communities.

A team of lead teachers, instructional facilitator and principal provide a regular schedule, structure, protocols for the work of the PLCs, and monitor the task of charged to the PLCs. With dedicated time, resources, and 34 professional development hours, the work of PLCs is supported by lead teachers, building level instructional leaders, district personnel, and instructional facilitators. The instructional facilitators meet bi-monthly to ensure vertical conversation on alignment, instructional methods, and materials. Instructional facilitators assist as needed across the district with the implementation and alignment of instruction.

Southside High School (SHS) began the process of implementing Common Core State Standards during the 2012-13 school year. With PLC work, the process continued with the refinement of instruction in the 2013-14 school year. The next year (2014-2015), the district made the transition to NWEA's MAP assessments in mathematics and literacy. Other PLCs are developing common assessments for grades 7-12. Vocational PLCs examine End of Course data related to their courses and meet on a regular basis with the instructional facilitator to embed the CCSS reading and writing standards.

Charter status would widen PLC work to include staff members of UACCB courses and as applicable, local business/industry leaders. The focus of the collaborative effort to embed CCSS literacy standards for history, science, and technical subjects and the CCSS mathematics needed for career -readiness. With 21st Century workforce skills such as problem-solving, reasoning, critiquing, attending to precision, and communication with others on the forefront of the project based learning professional development experiences of both institutions.

10. Describe the manner in which the school will make provisions for the following student services, even in those areas for which a waiver is requested:

A) Guidance program;

Applicant Response:

Currently one full time counselor and paraprofessional serve students in grades 10-12, while students in the ninth grade are served by an additional counselor for grades 7-9. All counselors in the district participate in a professional learning community to ensure alignment of the guidance program. If enrollment cap for the proposed charter is approached or met, the hiring of additional counselor would become necessary. As a liaison between the guidance programs, local institutions of higher learning and business/industry, the employment of a career and college coach would assist students in steps toward completion of their future story. SCHS students would continue to be eligible for all guidance programs and school based mental health services.

B) Health services;

Applicant Response:

Students will continue to have access to health services at the SSD. A nurse is shared between the high school and adjacent junior high. In addition, a school based health clinic is located on the campus. As needed, district transportation will be provided for students to access the health clinic.

C) Media center;

Applicant Response:

Students of SCHS will continue to have access to the media center at the current Southside High School as well as access to the media center at UACCB. The media center at the SCHS will respond to the needs of 21st century learners through both physical and virtual learning spaces. A certified media specialist will be available to assist students. Students and teachers will have the capacity to reserve the use of media center space for individual and collaborative work.

D) Special education;

Applicant Response:

All students with Individual Education Plans (IEP) will be provided special education services. Certified teachers will work with students individually, in small groups and indirectly as stated in their IEPs. Teachers will also continue to assist with the development and educational fulfillment of a student's future story. Current services that are in compliance with all state and federal requirements will continue with the charter status.

E) Transportation;

Applicant Response:

Transportation will be provided by the Southside School District and overseen by the transportation director. The SSD and SCHS will comply with all transportation regulations. Students attending UACCB will be transported using a district bus and driver.

F) Alternative education, including Alternative Learning Environments;

Applicant Response:

The Southern Academy currently provides ALE services for at-risk students at SHS. If they choose a pathway and meet entrance requirements, students enrolled in ALE will have the opportunity to earn a value added diploma. It is the desire that the relevant, real world learning of the value added diplomas will entice many at-risk learners to re-engage with school.

G) English Language Learner (ELL) instruction

Applicant Response:

Employing current resources and programs of study, SCHS will continue to provide instruction that prepares English Language Learners (ELLs) to function both academically and socially. Instruction will be individualized to assist students in the fulfillment of their future stories.

H) Gifted and Talented Program.

Applicant Response:

Differentiated instruction will be provided through project based learning, personalized learning plans, and self-directed on-line learning. Additional differentiation or gifted education services needed will be served by the Southside School District's Gifted and Talented program. Utilizing students personalized learning plans, Jerri Henley, gifted and talented teacher, will coordinate appropriate services for gifted and talented students.

11. Describe the plan for the school officials to provide an annual report to parents, the community, and the authorizer, **separate from the district's annual report to the public**, that demonstrates the progress made by the charter school during any previous academic year in meeting its academic performance objectives. (See *Arkansas Code Annotated 6-23-202.*)

Applicant Response:

Early in each fall semester, data related to the goals will be collected, analyzed, and shared in a public, transparent manner with a live presentation of progress, separate from the annual report to the public. The progress report will be publicized, presented, and video recorded. The recorded formal presentation and data analyses will then be placed on the school web page and made available for parents, community, charter panel, and any other interested party to view.

Data collected will include 1) high school credits earned, 2) college credits earned, 3) high school graduation rate, 4) student achievement data on the PARCC and ACT exams, 5) senior survey data, 6) number of graduates attending technical training/college, 7) number of graduates completing a program of study, and 8) hours of related professional development earned by teachers. As applicable, the data will be disaggregated to include subpopulations including gender, students with disabilities, and economically disadvantaged. The resulting summaries and narratives of these analyses will be published on the district's website, released to local media, given to parents and submitted to the Arkansas Department of Education.

12. Describe the enrollment criteria and student admission, recruitment and selection processes for the proposed public charter school.

Applicant Response:

Southside Charter High School and Southside Freshmen Academy will remain the only sources of instruction for students in grades nine, ten, eleven, and twelve. Therefore, the school will be required to educate every eligible student who seeks admission, including students who enroll by legal transfer or school choice. Utilizing historic data of both enrollment and community growth, the enrollment cap of 600 should provide ample room for all students seeking admission. However, if future growth nears the enrollment cap, the SSD would petition the state board for an increase in the enrollment cap due to the legal responsibility of educating all eligible students. If the petition is unsuccessful, the SSD would use the Random Number Generator, a computerized lottery system, to determine a simple random sampling. Siblings of currently enrolled students would be given priority. Students enrolling under school choice and legal transfer would be accepted in accordance with the statutory provisions which govern those areas. SSD will continue to recruit through newspaper advertisements, radio spots, and online media sources.

It is affirmed that a random, anonymous student selection method will be utilized in the event that more students apply for admission to the public charter school than can be accommodated under the terms of the charter.

☒ Yes

☐ No

13. Name any district personnel, 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:

At the time of application, no members of district personnel or leaders of the proposed charter school have prior involvement in the operation of a charter school.

14. Summarize the job descriptions of the school administrator(s) 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:

Administration Responsibilities (One Principal and One Assistant Principal)

- Facilitate the partnership between SCHS and local business/industry leaders
- Supervise and evaluate instructional staff and programs to ensure increased student achievement
- Recruit students for enrollment in the charter school
- Analyze student achievement data and collaborate with instructional staff to make adjustments to curriculum and instruction to promote increased student achievement
- Communicate with community through various types of media and/or meetings
- Utilize technology to boost and support instructional practices to align with 21st Century workforce standards
- Participate in and provide effective professional development
- Maintain a culture of high standards and expectations for all students
- Conduct bi-annual meetings to review progress towards goals
- Evaluate SCHS's performance and the attainment of goals
- Implement SSD's and SCHS's mission and vision

Qualifications: Master's degree in Education Leadership or equivalent; Valid building administrator's license for high school grade levels.

Counselor Responsibilities (One Counselor for grades 10-12 and one counselor for grades 7-9)

- Guide students through developing and implementing their future story and personalized learning plan
- Implement high school guidance curriculum in the charter school
- Present or facilitate opportunities for parent education
- Facilitate student led Career Action Planning (CAP) Conferences
- Coordinate the administration of state assessments, PLAN, and the ACT Voluntary Exam
- Provide counseling session tailored to the goals of individual and small groups of students
- Refer students to school based mental health or other specialists as needed
- Assist families with college admission and financial aid applications
- Serve as an advocate for the student

Qualifications: Master's degree in Educational Counseling or equivalent; Valid school counseling license for high

school grade levels.

Instructional Facilitator Responsibilities (One Instructional Facilitator)

- Model instructional strategies aligned to CCSS
- Provide resources and support for PLCs; facilitate data meetings in PLCs as needed
- Collaborate with lead teachers to plan both vertical and horizontal curriculum alignment
- Communicate and share with other instructional facilitators in the district
- Assist administration with data disaggregation and compiling of reports
- Serve as an advocate for student learning
- Facilitate the intervention team
- Support PLCs in setting and implementing goals related to student achievement
- Assist vocational and technical PLCs in the development of common assessments
- Participate in and provide effective professional development
- Utilize technology to boost and support instructional practices to align with 21st Century workforce standards

Qualifications: Master's degree or higher in related educational field; Valid teaching license for the high school grade levels.

Teacher Responsibilities (number based on enrollment)

- Collaborate with PLC to align curriculum, instruction, and assessment with Common Core State Standards and the Arkansas Frameworks
- Analyze student data to ensure student learning at the mastery level
- Serve as an advocate for student learning
- Participate in professional development
- Incorporate Project Based learning into unit planning and instruction
- Facilitate student led Career Action Planning (CAP) Conferences
- Assist with facilitating internships and collaborations with business/industry partners

Qualifications: Bachelor's degree or higher in related educational field; Valid teaching license for the high school grade levels.

Career and College Coach (One Coach)

- Assist with facilitating internships with business partners
- Serve as an advocate for the student
- Conduct and provide Seminars that help students obtain "soft skills" needed for success

- Serve as a liaison between SSD and higher education institutions
- Assist administration with recruiting industry leaders as mentors for students
- Collaborate with counselor to conduct or provide parent opportunities
- Assist with implementation of student's personalized learning plan

Qualifications: Bachelor's degree or higher in related educational field; Valid teaching license for the high school grade levels.

See Appendix C14 for salary scales

15. It is affirmed that the public charter school will participate in the Arkansas Public School Computer Network, as required by state statute and by State Board of Education rule, for reporting **both education data and financial data**, including grant funds or private donations received directly by the charter school.

☒ Yes

☐ No

16. Describe the facilities to be used. Give the present use of the facility and its use for the past three years.

Applicant Response:

The current facility is only one year old and is still under construction. This current phase will be completed by November 1, 2014. The complete construction will yield 24 classrooms, media center, and art classrooms. For the past three years, the high school was housed in what is now called the Jr. High, grades 7-9. The high school for grades 10-12 are now under one roof and the function of the facility fully supports our academic goals. Each regular classroom is 850 square feet. Each science room and the one business room have 1440 square feet. The science labs are completely equipped with stations that have both water and gas for experiments. The science labs also have proper ventilation and hoods. The labs share a prep station and a chemical storage room. The classrooms have doors that open inward and thus, helping with intruder issues. The hallways are unobstructed which do not provide an intruder with places to hide. The library is state of the art. It is a space that invites learning to occur. The students are welcomed each day to the Citizens Bank Quad. It is furnished with couches, chairs and a collaborative work area with the atmosphere built to mimic a college campus. The entire facility was built with the "college feel" in mind. Students will not be intimidated when they arrive at their college and its new, fancy surrounding. They will have already experienced that at SHS.

The facility will comply with all requirements for accessibility in accordance with the Americans with Disabilities Act (ADA) and Individuals with Disabilities Education Act (IDEA) and all other state and federal laws and local zoning ordinances.

☒ Yes

☐ No

If the facility does not currently meet these requirements, provide a list of items that will need to be addressed to bring the facility into compliance. Also include a statement of permissible uses for the facility from the local zoning authority, and whether there are any alcohol sales within 1,000 feet of the facility.

Applicant Response:

The facility does meet the requirements. SSD is located in a rural, unincorporated area of Independence County. No local zoning authority exists. Independence County is a "dry" county. No alcohol sales are within 1,000 feet of the facility.

17. 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:

Southside Charter High School will continue to operate under the same provisions of the federal National School Lunch Program as Southside High School. Currently students are offered breakfast before school, second chance breakfast, and lunch. Grab and Go breakfast is utilized as needed for students to receive tutoring and other extra support services. Master schedules for SCHS will be built around campus meal service with Grab and Go Breakfast filling in any gap of morning nutritional needs of charter students. With over half of the student population qualifying for free/reduced lunch program, SCHS will continue to ensure all students, especially students from homes of poverty, have access to the nutrition programs on campus.

18. 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:

Parents or guardians will continue to be a key component of a student's future story. SCHS will involve parents into their child's future story and selection of a value added diploma through College and Career Showcase Nights, annual Career Action Planning Conferences (CAP), bi-annual parent/teacher/student conferences, future story portfolio presentations, and Project College Bound Activities. SCHS will use the school web site, Alert Now, Remind 101 and social media to invite/inform parents of critical events at SCHS. Academic Progress will be updated with progress reports at week 3, 5, and 7 of every academic quarter. Parents will also have access to student academic work through HAC (Home Access Center) links on the school web page. Parents will also be invited to attend culminating experiences such as Vocational Completer's Banquet and Academic Signing Day to celebrate their child's success at SCHS.

Other roles that parents, guardians, and community members will continue to play include Parent Involvement meetings and events, Closing the Achievement Gap meetings, ACSIP committee, handbook committee, and other parent roles that are integral to school operation.

The new roles for community members, parents or guardians will involve opportunities to serve as industry/business mentors, present in college or career seminars about "soft skills" for employment success, serve as a source to connect the classrooms to real-world learning, provide mock interview sessions, and provide opportunities for student internships in the local workforce. The review of charter school's progress and development of school improvement plan will also involve parents and community members. Parents and community members will play a large role in project based learning. As students reach the evaluation stage of the project, a real-world audience will be recruited for presentations. Strong relationships with parents and community partners will be vital to the success of the charter school's education programs.

19. List the provisions of Title 6 of the Arkansas Code Annotated (Education Code), State Board of Education rules, and sections of 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 section number if applicable. **Provide a brief description of the rationale for each waiver requested.**

Applicant Response:

19. List the provisions of Title 6 of the Arkansas Code Annotated (Education Code),

State Board of Education rules, and sections of 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 section number if applicable. Provide a brief description of the rationale for each waiver requested.

a.) Section 10.01.4 (concerning planned instructional day) of the ADE Rules Governing the Standards for Accreditation:

With a personalized learning plan for a student to earn a value added diploma, SSD is requesting a waiver of the Planned Instructional Day Requirements. The individualized offering of the SCHS, while meeting all curriculum requirements, may be capable of being provided in less than thirty (30) hours per week.

b.) Section 14.03 (concerning required clock hours for units of credit) of the ADE Rules Governing the Standards for Accreditation:

By providing relevant and meaningful instruction in value added diploma pathways, the teaching of simultaneous and/or embedded courses within SCHS structure, and to allow the integration of graduation credit courses with other courses as necessary, the Applicant requests the waiver of seat time requirement. SSD assures that the granting of this waiver will not create a dilution of the coursework required to meet all necessary standards and frameworks for the affected courses. SSD, by this waiver request, is not seeking to waive any graduation requirements.

c.) Ark. Code Ann. §§ 6-15-1004, 6-17-302, 6-17-309, 6-17-401, 6-17-902, and 6-17-919; Sections 15.02 and 15.03 of the ADE Rules Governing the Standards for Accreditation; and the ADE Rules Governing Educator Licensure (all concerning teacher licensure)

With proximity of two institutions of higher learning, Southside School seeks flexibility to use instructors and staff from Lyon College and University of Arkansas Community College to provide instruction that would not otherwise be afforded to students, especially students of poverty. All instructors from higher education institutes would be required to pass background checks. In addition, during parent night and CAP Conference, members of local colleges would be available to share and help all families, especially families of poverty, to understand the importance of academic behaviors and achievement in grades 10-12 and how they impact college and/or career readiness.

SSD is requesting a waiver from the above listed statutes and rules, to the extent that it may be necessary to hire professionals in the community who possess outstanding credentials and work history in the various areas of coursework provided at SCHS, even if they do not possess a teaching license. Any individuals hired as a result of this waiver will meet all other requirements, such as Highly Qualified status if applicable, and the successful completion of criminal background and Child Maltreatment Registry checks, and meeting the requirements for Highly Qualified Teacher status (other than licensure) if they teach core academic subject areas. SCHS sees this as an enhancement to the relationships it seeks to develop with the business/industry partners as a result of the inception of the conversion charter school.

d.) Ark. Code Ann. §§ 6-25-103 and 6-25-104, and Section 16.02.3 of the ADE Rules Governing the Standards for Accreditation (all concerning licensed library media specialist):

With charter status, SSD would utilize the media center to create a learning environment that supports learning at students own pace and on their own time before, during, and after the full hours 30 hours of instruction provided in a week. SCHS seeks flexibility to utilize the media specialist to meet the individual needs of students. As students pursue their own future story, resources of space and personnel must shift from managing and directing what occurs in the learning act to empowering the student to direct, coordinate and focus their own learning. The media center will becomes a learning environment where flexible, anytime/everywhere learning becomes the norm. With flexibility in time, duties, and role of the media specialist, he or she will be better able to support student success on their personalized learning plans. The media specialist would receive the same number of minutes for planning/prep as a core classroom teacher.

e.) Section 10.02.5 of the ADE Rules Governing the Standards for Accreditation (concerning class size and teaching load):

For a decade, Southside Schools have experienced a 3-5% growth each year. Combine the historical growth with flexibility to meet the needs of students who may change their value added diploma pathway during an instructional year, forced hiring mid-year could be a barrier for the charter school. With excellent teachers being the most valuable resource in the classroom, hiring in the midst of an instructional year does not ensure that a high quality teacher can be selected for Southside students. It only ensures compliance. Leadership in the building and district recognizes that hiring teachers is the most important role they play in the direct instruction of the classroom; forced hiring due to growth does not always afford the instructional leaders that necessity. Flexibility from this rule would ensure quality teachers are employed for all students at SCHS. During core instruction in grades 10-12, a teacher will not be assigned more than 180 students; a core academic class will not exceed more than 30 students.

f.) Section 9.03.4.1 ("Language Arts") of the ADE Rules Governing the Standards for Accreditation:

The Southside School District is required to teach Oral Communication as a separate class to its students in grades 9-12.

To prepare students for their value added diploma experience, the SSD is asking for a waiver of the requirement to teach Oral Communication as a separate class in order that curricula meeting the requirements of the ADE Standards Rules, Arkansas Frameworks, and all other applicable rubrics may be embedded within other courses to be provided by the conversion charter school.

The applicant ensures that students will receive instruction concerning the required material in the Oral Communication class meeting or exceeding all state curriculum requirements through embedding the curriculum within the students' required coursework.

g.) Section 9.03.3.9 ("Career and Technical Education") of the ADE Rules Governing the Standards for Accreditation

Southside School District (SSD) is required to teach the Career and Technical Education curriculum as separate classes to its seventh (7th) and eighth (8th) grade students.

To prepare students for a value added diploma experience, the Applicant is asking for a waiver of the requirement to teach the Career and Technical Education curriculum requirements as separate classes to its

seventh (7th) and eighth (8th) grade students in order that curricula meeting the requirements of the ADE Standards Rules, Arkansas Frameworks and all applicable rubrics may be embedded within other courses to be provided by the conversion charter school.

SSD ensures that students will receive instruction concerning the required material in the Career and Technical Education classes meeting or exceeding all state curriculum requirements through embedding the curriculum within the students' required coursework, or by presenting the courses as listed below. Specifically, the Applicant requests to embed the course content of the Career Orientation class into other portions of the Junior High Curriculum; introduce the Family and Consumer Science course at the eighth (8th) grade level, and introduce the Survey of Ag Science course at the eighth grade level.

h.) Section 9.03.4.9 ("Health and Safety Education") of the ADE Rules Governing the Standards for Accreditation:

Southside School District (SSD) is required to provide a one-half unit Health and Safety Education course to meet the requirements of this Standard.

The Applicant is asking for a waiver of the requirement in order that curricula meeting the requirements of the ADE Standards Rules, Arkansas Frameworks and all applicable rubrics may be embedded within other courses to be provided by the conversion charter school.

SSD ensures that students will receive instruction concerning the required material in the Health and Safety Education class meeting or exceeding all state curriculum requirements through embedding the curriculum within the students' required coursework. Specifically, the Applicant requests to embed the course content from the Health and Safety class within all of its Allied Health and Industrial Technology courses.

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

Applicant Response:

The Southside School District will continue to operate in compliance with all applicable Arkansas laws and will continue to operate in a manner so as to maintain a desegregated school district, and not impede any district's ability to maintain a desegregated school district. The Southside School District is not under any court orders concerning the desegregation of schools.

21. 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:

Prior to the application, founders of the charter had entered conversations with a group of business/industry leaders. With their support and continued conversations, the need for foundation development has been established to ensure success for years to come. In addition, other business/industry leaders have heard or read information and publicity on the proposal and are seeking to be a part of developing the success of the students of the proposed charter school. The need for a skilled workforce and the commitment of business/industry has been the overarching theme of the ongoing dialogue and will lay the groundwork for future work to ensure success.



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Message Details

Step 1

Message Name: Charter Application Meeting

Category: General ▼

Sample Scripts: Voice Scripts ▼

Content/Script
(Optional)

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Step 2

Selected Recording:

AudioFile.wav


Received: 8/27/2014 7:37:26 PM

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Select Recipients

Step 3

☐ Select Contacts ☒ Send to Everyone (All Contacts) Your message will be sent to ALL VALID ENGLISH CONTACTS.

Schedule

Step 4

☐ Send Now (Immediate)☒ Send Later (Schedule) Blackout Hours: 10PM - 5AM

< August 2014 >

Su	Mo	Tu	We	Th	Fr	Sa
27	28	29	30	31	1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
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31	1	2	3	4	5	6

7 : 00 PM Central ▼



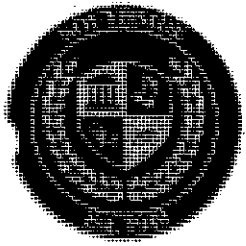
Emergency Message

Step 5

☐ This is an Emergency Message (ONLY check this box if this is an Emergency Broadcast)☐ Help me decide

Continue

Cancel



Southerner Minute

Week Of: Aug 25-29th 2014

Tuesday:

Thursday: 1st show of 2014-15 School year

- Off to a great start to the school year - Enrollment up app. 75 students - 1,688 K-12 172 PK students on campus
- Football Scrimmage vs. Westside + Greene Co. Tech @ 6:30 pm
- VB @ Pulaski. Robinson in Little Rock @ 4:30 pm
- Golf @ Heber Springs - 3:30 pm
- Public Meeting tonight concerning Conversion Chart Application for Grades 9-12. Meeting will be taking place on HS campus @ 6 pm.
- Thanks to Parents, Students, Staff + Community for all their support of the Southside Dist.
- Proud to be a Southerner



District Calendar

Southside School District

August 2014

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2
3	4	5 Golf @ Eagle Mtn. (Citizens Bank Tournament)-10:00	6	7 Golf @ Red Apple Inn- 9:00	8	9
10	11 FB Parents meeting (7- 12), 7:00, high school cafeteria Golf @ Cooper's Hawk, 9:00	12	13	14 Open House	15 FB Media Day, 9:00 Golf @ Batesville Municipal, 9:00 (White River Water Carnival Tournament)	16
17	18 First Day of School	19 FB 2nd Annual Kickoff Dinner- Josie's Golf @ Cherokee Village, 4:00	20	21 VB Benefit Scrimmage @ Cave City (JR)	22 FB MEET THE SOUTHERNERS, 5:00	23 VB Benefit Scrimmage @ Cave City (SR)
24	25 Golf @ Cooper's Hawk, 3:30 VB vs. Cave City (7th, JR), 4:30	26 FB JR vs Jonesboro Westside scrimmage, 7:00 Golf @ Turkey Mountain, 3:30	27 PLC meetings ★	28 FB SR vs Jonesboro Westside and Greene County Tech scrimmage, 6:30 Golf @ Red Apple Inn, 3:30 VB @ Robinson (JV, Varsity), 4:30 Public Meeting for Southside High School's Proposed Conversion Charter Application 6:00 pm	29	30
31						



ANNOUNCEMENTS

August 26, 2014

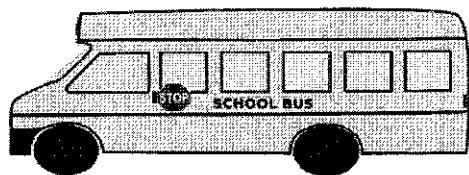
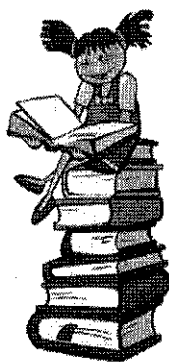
Faculty:

- Morning duty Wednesday, Aug. 27: Mr. Hilton (main entrance-high school), Ms. Kimmer (cafeteria side entrance-high school), Mr. Gearhart (hallway-high school), Ms. Dickie (mini quad)
- Advisory duty this week:: Quad: Mr. Bennett, Mr. Edwards, Mini-Quad: Ms. Kimmer, Ms. Qualls, Cafeteria: Coach Weaver, Coach Simpson, Outside: Coach Johnston

Students:

Thought for the Day: Those who bring sunshine to the lives of others cannot keep it from themselves. *Sir Jamas Barrie*

1. In order to increase the security measures at SHS, the faculty, staff and students will be required to wear an ID badge on a lanyard. The ID badges are being donated by Centennial Bank and the lanyards are being donated by Sonic. This extra security measure will help the Jr. High and Sr. High faculty and staff as well as students in identifying people who are not authorized to step on either campus. Your safety is a number one concern of ours. In addition to the ID badges helping with safety, they will help with the efficient running of the library and cafeteria. All students will need to present their ID badge when receiving a tray at the lunchroom. All students will also need to present their ID badge when checking out library material such as books and electronic devices. Each student will be given 2 ID badges at no cost because Centennial Bank and Sonic have covered that charge for you. Thank those two businesses as you have the opportunity. If you come to school without your ID badge, you will be sent to the library for another ID badge. That 3rd and following badge(s) will cost \$5 each. If a student does not have \$5 at that time, they will still be issued an ID badge and they will be charged the \$5. Pictures will be taken on Thursday, August 28 beginning period 1 with seniors and progressing through the grades alphabetically. Students will be called through the intercom for pictures. Be prepared for your photo. It is basically a head shot. If you are not pleased with the photo, you can sign up for a retake at a cost of \$1. Retakes will be done at another date. I realize that this is not a popular decision. However, I am relying on your Southerner Spirit to see the value to increasing our security measures at SHS.
2. Please check out the sheet on the window outside of the LMC and write down the books you would like to have in our library.
3. The golf teams will need to be dismissed today at 1:30 for a match at Horseshoe Bend. Bus will leave at 1:45..
4. FBLA meeting tomorrow for anyone who would like to be involved with FBLA in Ms. J. Davis' room in the jr. high building during lunch.
- ★ 5. All Southside students and families are invited to attend a public meeting on Thursday, August 28, 2014, at 6:00 pm in the Citizen's Bank Quad of Southside High School to discuss application for conversion charter. The status of a district conversion charter school for Southside High School will strengthen the partnership with UACCB to allow students to complete more concurrent credit courses and complete industry certification while completing the requirements for a high school diploma
6. **HWY 167 SHOWDOWN FOOD DRIVE: SOUTHSIDE VS. CAVE CITY** The school that collects the most canned food or non perishable food items September 5th at the football showdown will be awarded \$250 to the winning school's athletic department. The losing school will receive a pie in the face to a school administrator at the game. All food items will go to



Announcements Tuesday August 26, 2014

Lunch

Pig in a blanket, French fries, Corn salad, Fruit cocktail, and milk

Teachers Do Not send students to the Nurse 10:25-11:05 that will be her lunch.

On Tuesday 8/26/14 Jr High will scrimmage Westside, here at 7pm

On Thursday 8/28/14, Sr. High will scrimmage Greene County Tech and Westside at 6:30pm.

This weeks POWER Tool is Pride in the Cafeteria- Remember to clean up after yourself, and get all things you need the first time in line.

Today starts the day students begin earning letters for the tailgating party. The Tailgating party will be in September. Students be sure to work hard to earn the letters so you don't miss out on all the fun!!



All Southside students and families are invited to attend a public meeting on Thursday, August 28, 2014, at 6:00 pm in the Citizen's Bank Quad of Southside High School to discuss application for conversion charter. The status of a district conversion charter school for Southside High School will strengthen the partnership with UACCB to allow students to complete more concurrent credit courses and complete industry certification while completing the requirements for a high school diploma.



Novella Humphrey <novella.humphrey@southsideschools.org>

Announcements

1 message

Patsy Cummings <patsy.cummings@southsideschools.org>

Tue, Aug 26, 2014 at 8:44 AM

To: District Faculty <districtfaculty@southsideschools.org>, JH Faculty <jh_faculty@southsideschools.org>, JH Staff <jh_staff@southsideschools.org>, District Staff <district_staff@southsideschools.org>

SOUTHSIDE

JUNIOR HIGH ANNOUNCEMENTS

AUGUST 26, 2014

Thought for the day: "The only way to have a friend is to be one" –Ralph Waldo Emerson

All Southside students and families are invited to attend a public meeting on Thursday, August 28th at 6:00 pm in the Citizen's Bank Quad of Southside High School to discuss application for conversion charter. The status of a district conversion charter school for Southside High School will strengthen the partnership with UACCB to allow students to complete more concurrent credit courses and complete industry certification while completing the requirements for a high school diploma.

Okay, Southside Junior High, we challenge you to help raise money for a family in Batesville whose father has ALS. Here's what you can do: Make a donation in Mrs. Cuzzort's room. There will be 6 containers for you to place your donations. One for Mr. Sitkowski, Mrs. Shetron, Mrs. Painter, Mrs. Keller, Mrs. Cuzzort, and Mrs. Sweat. The amount of money donated for each person will determine the size of the bucket of ice water that gets dumped on them. The more money, the bigger the bucket of ice water. For each \$1 donation, you will get a chance to be the bucket dumper. Let's Make a Difference for this family!!!

1. Golf Schedule for this week: @ Horseshoe Bend on Tuesday, August 26th. Golf Team will be dismissed at 1:30. Team Members are Sydney Sweat, Ciara Roberson, Jon Marc Branscum, and Dalton Freeman.

2. Southside t-shirts are for sale. You can pick up order forms in the office and turn in the order form with money to Mrs. Lorch in the library by Friday, September 5th.

Novella.Humphrey@southsideschools.org

(no subject)

1 mes. ago

Roger Rich <roger.rich@southsideschools.org>

Wed, Aug 27, 2014 at 6:11 PM

To: District Faculty <districtfaculty@southsideschools.org>, District Staff <district_staff@southsideschools.org>

All Southside students, staff and families are invited to attend a public meeting on Thursday, August 28, 2014, at 6:00 pm in the Citizen's Bank Quad of Southside High School to discuss application for conversion charter. The status of a district conversion charter school for Southside High School will strengthen the partnership with UACCB to allow students to complete more concurrent credit courses and complete industry certification while completing the requirements for a high school diploma.

Listed below is some information for you concerning this process and to help provide you with talking points should you be asked questions.

Let me know if you have any questions or concerns.

Thanks.

R. Rich

—
Roger Rich, Superintendent
Southside School District
70 Scott Drive
Batesville, AR 72501
870-251-2341 Phone
870-251-3316 Fax



Talking Points.docx

64K

SOUTHSIDE HIGH SCHOOL PUBLIC HEARING

For discussion of a proposed
Conversion Charter School Application

August 28
Southside High School
Citizens Bank Quad
6:00 p.m.

Southside seeks charter

Public meeting scheduled for Aug. 28

SOUTHSIDE — Administrators at Southside School District want to give their students choices and are hoping to be approved for a charter that they say would allow more flexibility for what it can legally offer.

The district submitted a letter of intent on July 17 to the Arkansas Department of Education asking for a "district conversion" charter and will hold a meeting at 6 p.m. Aug. 28 at the high school quad to discuss

the proposed application. Staff, parents and students are encouraged to attend the meeting to provide their input.

The proposed conversion would affect ninth through 12th grades and "better increase the career and college readiness" of students, if approved.

The "school within a school" conversion model for freshmen would allow students to receive technol-

ogy-driven instruction and provide alternative course offerings in addition to what the district already has, Superintendent Roger Rich said. "It would also give us an opportunity to establish innovative and authentic paths toward jobs and economic prosperity for our high school students as well as the Independence County region through such skill sets, training, certificates and degrees, all

SEE **SOUTHSIDE**, PAGE 3

SOUTHSIDE (CONTINUED FROM PAGE 1)

while still being a high school student at Southside."

Career orientation classes would be a capstone for seventh- and eighth-graders entering "Southside Freshman Academy." By partnering with the University of Arkansas Community College at Batesville and offering concurrent classes, Rich said ninth through 12th grades would allow the district's "secondary and career and technology centers" to share infrastructure and resources.

If a student wants to take a college course rather than an elective they've already taken, for example, he or she could have the opportunity to attend UACCB and take a course that better fits their needs and wants because of the charter. "It just allows us a little more flexibility," Rich explained, noting the district wants to hear from the public including any opposition to the proposal.

Of the near 1,150 school districts in the state, Arkansas has 22 district conversion public charter schools, according to Kimberly Friedman, spokeswoman for the ADE. Six districts have applied for a conversion this year. The deadline to apply is Sept. 9. The state's charter authorizing panel will review applications in November and make its decisions in December.

A conversion charter differs from an "open-enrollment" charter in that it is a public school that has been converted to a charter school within an existing public school district. An open-enrollment charter school is a newly-developed public school run by a non-sectarian organization. Converted charters are overseen by boards and elected officials, initially awarded for a five-year period, can be renewed for one to five years, is granted waivers from education law and rules and isn't limited in the number of charters the state can have. Open-enrollment charters are awarded to nonprofit entities, overseen by boards usually comprised of appointed members and are limited in number.

Although a school that is granted a conversion charter will be granted waivers from education law and rules, additional reporting requirements will be required; however, several hundred thousand dollars is up for grabs. If a district is approved for a conversion charter, it will be eligible to apply for the 2015 Planning and Implementation Grant. In 2013 this included up to \$483,000 in funding, according to the ADE's most recent figures; however, the amount that can be awarded is determined by the number of charters approved, Friedman said.

THE BATESVILLE DAILY Guard

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BATESVILLE, ARKANSAS



**Scrimmage
walloping**

Pioneers clobber
Patriots 45-6

SEE PAGE 16

PRICE 75 CENTS

Southside school discusses charter

By LACY MITCHELL
Guard Staff Writer

SOUTHSIDE — When Roger Ried heard that the Southside School District was considering becoming a charter school, he wasn't sold on the idea.

Thinking "that's like a private, upstart thing," the high school principal said he soon learned "that's not what it is at all. It's enhanced opportunities."

With the new Common Core State Standards requiring more rigor from students in their work to see that they are college- and career-ready by the time they graduate high school, Southside is hoping that a district conversion charter status through a partnership with the University of Arkansas Community College at Batesville will provide students



PHOTO COURTESY OF NOVELLA HUMPHREY, federal programs and curriculum coordinator at Southside School District, discusses courses, teaching methods and other details concerning a charter proposal the school is considering.

SEE SOUTHSIDE, PAGE 3

SOUTHSIDE (CONTINUED FROM PAGE 1)

with more than just a high school diploma, but a college one as well if they so choose.

About two dozen parents, Southside and UACCB staff turned out for a public hearing Thursday night to discuss and gain input about the Southside Freshman Academy and Southside Charter High School proposal, with Superintendent Roger Rich assuring those attending that the proposal is not to "change the district, but add to it." He also encouraged parents to express their concerns, if any.

A conversion charter differs from an "open-enrollment" charter in that it is a public school that has been converted to a charter school within an existing district. Converted charters are overseen by boards and elected officials, initially awarded for a five-year period, can be renewed for one to five years, is granted waivers from education law and rules and isn't limited in the number of charters the state can have.

'More flexibility'

Being approved for a charter status will give the district "more flexibility and enhanced opportunities," Rich said, and administrators said they think that a partnership with the two-year college will aid in helping students become what the Arkansas Department of Education is already requiring of districts because of the new state standards. They hope a charter status will provide students with technical certificate options, receive concurrent college credits and graduate with "value-added" high school diplomas.

High school diplomas are needed to be successful, Rich said, "but if we can add to that, if they can leave here with 15-30 hours of college credit, they're going to have a leg up. ... We don't want you to leave here with a high school diploma; we want you to leave here with more value added to that."

A technical certificate in welding, for instance, would allow the student who wants to graduate and enter the workforce, not just those who know



PARENTS OF Southside students listen as Deborah Frazier, chancellor at the University of Arkansas Community College at Batesville (standing, right), discusses a partnership between the college and the school if a charter proposal is approved while Dr. Brian Shonk, UACCB vice chancellor of academics (standing, left), looks on.

gation of 16 career clusters, tours of UACCB and technical centers on the campus, advisory groups and guest speakers from local businesses and industries.

By ninth grade, students would have their own personalized learning plans, job shadow and learn "soft skills" from business leaders, such as the need for being on time, deadlines, etc. "Unfortunately students don't learn that till after graduation," Humphrey said, noting feedback the school receives from former students and hearing it from employers has more of an impact than from Mom or Dad.

In their sophomore year, students would continue to build their portfolios with embedded coursework to accelerate high school graduation requirements and the second semester, begin concurrent credits or technical certification at UACCB. As a senior, students continue their technology instruction and can begin an internship as part of their career readiness.

"We want to start small and

sooner they can get students thinking about their future, the better the retention rates when it comes to completing college. And, by starting out early, Ried added, "they will be that much more ahead of the game," with junior high principal George Sitkowski adding it will allow students to also know "what they do want to do, and what they don't want to do" instead of finding out later in college after taking a number of courses.

Dr. Brian Shonk, UACCB vice chancellor of academics who was present along with UACCB Chancellor Deborah Frazier, said such data is not unusual or isolated just to Southside, but is the case everywhere. UACCB also has been looking at ways to retain students and this is innovative way. With students leaving high school with the potential for technical certification or even an associate degree, their "earning power is much better," Shonk added.

When asked about cost and how it would affect low-income

Deadline nears

The district must have its application in by Sept. 9 which will be reviewed in November. If approved, implementation at Southside would begin fall 2015. Staff hope parents and students would be able to see available concurrent courses in January or February.

Of the near 1,150 school districts in the state, Arkansas has 22 district conversion public charter schools, Friedman said. Six districts have applied for a conversion this year.

Rich said the hope is to allow students to "take as many college courses they can while they're here" in order to take away some of the difficulty that comes with a student's freshman year at college. Ried added by saying he would prefer students "struggle under my roof" (in high school) as opposed to their first year away at college.

Added Rich, "The support system is a lot stronger here."

Rich encouraged attendees

status will give the district "more flexibility and enhanced opportunities," Rich said, and administrators said they think that a partnership with the two-year college will aid in helping students become what the Arkansas Department of Education is already requiring of districts because of the new state standards. They hope a charter status will provide students with technical certificate options, receive concurrent college credits and graduate with "value-added" high school diplomas.

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A technical certificate in welding, for instance, would allow the student who wants to graduate and enter the workforce, not just those who know they want to enter college.

The district looked to Mid-South Community College at West Memphis to base its model.

Southside's curriculum coordinator Novella Humphrey said at first she thought its model did not fit the needs of Southside as Southside students score at a much higher level, according to data, but the economic demographics of the areas were much the same "and that's where Southside could benefit," she said.

College courses, internships before graduation

The proposed charter would affect ninth through 12th grades, if approved, by introducing career orientation classes in eighth grade to help students determine their "future story," or what they want to be. This includes investi-

gation of 16 career clusters, tours of UACCB and technical centers on the campus, advisory groups and guest speakers from local businesses and industries.

By ninth grade, students would have their own personalized learning plans, job shadow and learn "soft skills" from business leaders, such as the need for being on time, deadlines, etc. "Unfortunately students don't learn that till after graduation," Humphrey said, noting feedback the school receives from former students and hearing it from employers has more of an impact than from Mom or Dad.

In their sophomore year, students would continue to build their portfolios with embedded coursework to accelerate high school graduation requirements and the second semester, begin concurrent credits or technical certification at UACCB. As a senior, students continue their technology instruction and can begin an internship as part of their career readiness.

"We want to start small and continue to grow," Rich said of the plan, adding it's his hope to one day walk into the school's media center and see "kids working on different devices and taking college courses." This might mean they are on campus, or at UACCB most of the day and only at Southside to take extra-curricular courses they need.

Retention decline

Rich said as he and others researched college-success rates, it was disturbing to find data showing that many students didn't complete college even when the college application process was part of their high school graduation requirements. "We found a lot starting, but a lot that didn't finish" for whatever reason. "We didn't have those (students) following through and achieving what we had hoped."

Administrators hope the

sooner they can get students thinking about their future, the better the retention rates when it comes to completing college. And, by starting out early, Rich added, "they will be that much more ahead of the game," with junior high principal George Sitkowski adding it will allow students to also know "what they do want to do, and what they don't want to do" instead of finding out later in college after taking a number of courses.

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When asked about cost and how it would affect low-income families, Rich said the state education department provides startup and implementation funding, which in years past has ranged anywhere from \$350,000-\$650,000. He said he would hope the grant would cover costs for a long time followed by business partners he's been in contact with who could help continue it after funding ran out, meaning parents won't have to pay.

According to Kimberly Friedman, spokeswoman for the Arkansas Department of Education, if a district is approved for a conversion charter, it will be eligible to apply for the 2015 Planning and Implementation Grant. In 2013 the grant included up to \$483,000 in funding, according to the ADE's most recent figures; however, the amount that can be awarded is determined by the number of charters approved, Friedman said.

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Added Rich, "The support system is a lot stronger here."

Rich encouraged attendees to express their thoughts and concerns, saying, "We can be excited all day long, but we got to know how others feel too. ... We have nothing to gain from this — but our students have an enormous amount to gain ... to become extremely successful."

For questions or concerns, Rich can be contacted at the school at (870) 251-2341 or by visiting the administration office on campus.

Parent Gina Garrett, who has a sixth-grader, eighth-grader and senior attending Southside, said she is supportive of the implementation.

Colin Patterson, who has a child in the eighth grade and one in the 10th, agreed, noting the importance of doing all one can to enhance a student's potential beyond high school. "It's really good to get the kids as ready as you can."



Southside School District to apply for charter school

Posted: Sep 05, 2014 7:41 PM CDT

Updated: Sep 05, 2014 7:44 PM CDT

Posted by Jessi Turnure - bio | email

BATESVILLE, AR (KAIT) - The Southside School District plans to submit a charter school application.

If the district's application is approved, Southside would partner with UACCB to offer collage classes to high school students.

Southside High School Principal Rogar Ried said this partnership would allow students to take courses in a classroom or online that correspond with their college major.

"This just opens up the possibilities for them," Ried said. "They could have that IT certification, that welding certification."

Student's current teachers would not change. Principal Ried said additional, UACCB instructors would teach the additional classes.

"They're going to be teaching those specific classes that our teachers might not even be certified to teach," he said.

Depending on the classes students enroll in, they would go to UACCB or a UACCB instructor would come to them.

"We want to do what's easiest, not have any barriers for them," Ried said.

The students would then earn enough college hours to start college at the sophomore level. Seniors would also have the opportunity to graduate with a high school diploma and an associate's degree.

"And with our agreement with UACCB, the price is fantastic," Ried said. "They work with us to discount classes and some materials, like books," Ried said.

He said collage would also be more of an option for students. The district currently sends about 75 percent of students to collage. A UACCB administrator said becoming a charter school could mean this percentage also finishes college.

"We've learned that if we can catch a student very early on in their educational career before they get to us, we can help them be more successful," said Brian Shonk, UACCB's Vice Chancellor for Academic Affairs.

Shonk and Ried's thought is if students can graduate from college earlier, they can also start their professional careers earlier.

"Employers are demanding more now," Shonk said. "There are a lot of skills students learn in high school, but they will learn more job skills through UACCB that are important that will help them be good workers from the very beginning."

He said the college and Southside will receive grant funds to offset some instruction costs, but the institutions also plan to solicit funds from local businesses.

"The goal is to engage business because this is about putting students in the workforce, setting them up for a good career and a good life," Shonk said. "We hope that we can engage businesses and they'll provide scholarship opportunities to help students attend college credit classes."

Shonk said he is targeting companies in the health care, manufacturing, social services and education industries. He said several companies in these fields have already partnered with UACCB, so he hopes that partnership would carry over if Southside becomes a charter school.

The Southside School District will find out if its request is approved in November.

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WE RECOMMEND

- [JFD investigating arson](#)
- [Court affirms conviction of Region 8 man found guilty of raping, marrying daughter](#)
- [Elderly Region 8 couple found shot to death](#)
- [Auto mechanic allegedly leaves child porn in customer's car](#)
- [Gun company cuts ties with reality TV star](#)

FROM AROUND THE WEB

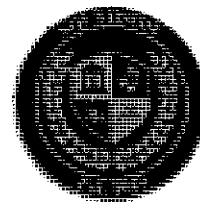
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Southside Freshmen Academy and Southside Charter High School

The mission is to equip each student to meet the individual challenges of his or her future story.

Why?

Train and provide students with skills for the 21st Century workforce.



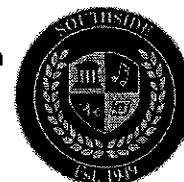
Objectives

Southside Charter High School strives to achieve:

- Improved student achievement through career-centered learning
- Increase student opportunities through a variety of technical offerings
- Provide students with expanded choices and concurrent credit courses
- Realign educational focus to meet career and college readiness
- Provide a Value-Added High School Diploma

Student's Commitment

- Personalized learning plan
- Multi-year commitment to program of study
- Value-Added High School Diploma
- Increased rigor of academic and career-ready curriculum



Educational Need

Students who attend the SCHS will have the ability to go straight to work after graduation, attend a two-year community college or technical school, or attend a major four-year college or university. By utilizing personalized learning plans and strong community partnerships, Southside Freshmen Academy and Southside Charter High School (SCHS) will provide high quality, research based education, and learning experiences that prepare students for college, careers, and life after high school.

What are the next steps?

- Conversion Charter Application
- School Board Approval
- Arkansas Department of Education Approval
- Develop Master Schedule and Pathways of Technical Certification and College Prep
- Student Placement
- Academy Model Fall 2015



Proposed Progression
Southside Freshmen Academy and Southside Charter High School

Mission: The mission of the Southside Freshmen Academy and the Southside Charter High School is to equip each student to meet the individualized challenges of his or her future story. Students who attend the SCHS will have the ability to go straight to work after graduation, attend a two-year community college or technical school, or attend a major four-year college or university. By utilizing personalized learning plans and strong community partnerships, Southside Freshmen Academy and Southside Charter High School (SCHS) will provide high quality, research based education, and learning experiences that prepare students for college, careers, and life after high school.

Grade	Progression to future story
8	Career Orientation Class <ul style="list-style-type: none"> Investigation of the 16 career clusters Tours of UACCB and technical centers on the campus Guest speakers from local business and industry Advisory groups to examine EXPLORE data 9th grade CAP Conference with parents to examine EXPLORE data Select 2-3 pathways for exploration in Keystone Experience (9th grade)
9	Keystone Course <ul style="list-style-type: none"> Job Shadowing Industry Tours Local business and industry leaders teach “soft skills” for success Begin Future Story Portfolio 1:1 Technology Instruction First experience with self-directed, online learning (health and safety class) CAP Conference: select pathway to value added diploma
10	1:1 Technology Instruction continues Embedded Coursework to accelerate high school graduation requirements College/Career Readiness Seminar related to Future Story 2 nd Semester: begin technical certification and/or concurrent credit pathways at UACCB Continue to Build Future Story Portfolio
11-12	Flexible scheduling for course work dedicated to value-added diploma 1:1 Technology Instruction continues Digital Learning Options as needed for the challenges of Future Story College/Career Readiness Seminar related to Future Story Continue to Build Future Story Portfolio 12 th grade students can choose an internship experience as part of career readiness



Southside Conversion Charter Public Meeting
August 28, 2014

Printed Name	Signature	Email Address
Norella Humphrey	N. Humphrey	
Natalie Humphrey	Natalie Humphrey	
Stephanie Miller	Stephanie Miller	
Brandon Dayberry	Brandon Dayberry	
Lacy Mitchell	Lacy Mitchell	
Brian Stark	B. Stark	
Deborah J. Frazier	Deborah J. Frazier	
Lynette Bray	Lynette Bray	
Miles Bray	Miles Bray	
Amanda Brzdon	Amanda Brzdon	
Gina Garrett	Gina Garrett	
Tim Stewart	Tim Stewart	
Brian McCord	Brian McCord	



STATE OF ARKANSAS

House of Representatives

REPRESENTATIVE

James McLean
P. O. Box 2001
Batesville, Arkansas 72503-2001

870-613-0617 Cell
870-698-1399 Residence
vote.james.mclean@gmail.com

DISTRICT 63

Counties:
Pulaski, Independence

COMMITTEES:

Chairperson,
Education

City, County and Local Affairs
Local Government Personnel
Subcommittee

Rules

Joint Budget

September 2, 2014

Roger Rich, Superintendent
Southside Schools
70 Scott Drive
Batesville, AR 72501

Dear Mr. Rich:

I am pleased to support the Southside School District's application for the Conversion Charter School. I believe that the charter will provide the district the opportunity to equip students with the knowledge and skills necessary for today's workforce.

The residents of the Southside area and Independence County are committed to providing students with quality academic programs. The charter would allow learning pathways to be established for individual students. It would open the avenue of going straight to work after graduation with a technical certification for some students. For others, it would provide the jumps start needed to successfully complete a two-or four year college program of study. Both paths would elevate the learning experience as students earn a value-added diploma and have the ability to attain a family supporting job.

I support the conversion approach and I believe it will help the Southside School District in improving the achievement of students, and will help to improve the economic health of the Southside area and Independence County.

Sincerely,

James McLean
State Representative
District 63



August 29, 2014

Mr. Roger Rich
Superintendent, Southside School District
70 Scott Drive
Batesville, AR 72501

Dear Mr. Rich:

The University of Arkansas Community College at Batesville (UACCB) is proud to support Southside School District's progressive, innovative request to seek charter school status. The request exemplifies the district's continued desire to seek methods that promote educational goal obtainment for all learners.

UACCB supports the value-added high school diploma that anchors this request. Students earning this diploma will have options to earn industrial certifications or college credit hours. The collaboration will develop well prepared students that possess skills necessary for success in the workplace, a technical school or a college or university. In today's economy, the opportunity to leverage resources is a much needed outcome for families, the school district and the college.

A partnership between the Southside School District and UACCB can facilitate the development of a student's "future story," as well as, provide access to the education that allows the story to become a reality. Goals will be achieved through an environment that promotes understanding of the importance and value of achieving the student's story.

Again, it is my pleasure to offer this letter of support on behalf of Southside School District's request to seek charter school status. I will be glad to address any questions regarding this opportunity. I can be reached at 870-612-2001 or debbie.frazier@uaccb.edu.

Sincerely,

A handwritten signature in black ink, reading "Deborah J. Frazier", is written over the typed name and title.

Deborah J. Frazier
Chancellor

University of Arkansas Community College at Batesville



TOLL-FREE (866) 622-3269
www.badboymowers.com

(870) 698-0090
102 Industrial Drive

FAX (870) 698-2123
Batesville, Arkansas 72501

September 4, 2014

Mr. Roger Rich, Superintendent
Southside Schools
70 Scott Drive
Batesville, AR 72501

Mr. Rich:

Upon hearing of Southside School District's application with UACCB for the Conversion Charter School, I wanted to show my support for this project. I truly believe that the charter will provide students with a base knowledge and set of skills all employers in today's workforce are requiring.

Although Southside and Independence County's demographics are constantly changing, the area has consistently proven that it is committed to producing students with quality academic backgrounds. It appears to me that the Conversion Charter School would give each student the opportunity to learn on an individual basis. Adding the charter would open opportunities for students that would not get that opportunity otherwise. For instance, a student could graduate high school with a technical certification, and be able to go straight to work to support their family. We already hire many graduates from Southside School District, however having this specialization would be advantageous for both the employee and us.

I believe the charter will not only help to improve students' accomplishments, but will also help with the growth of the Southside area and Independence County in its entirety. I support the conversion approach and believe it will be a benefit to Southside School District and Independence County.

Best Regards,

David Brogdon, Chief Financial Officer
Bad Boy Mowers
102 Industrial Drive
Batesville, AR 72501



FIRST COMMUNITY BANK

Member FDIC

Where community comes first.

1325 Harrison Street
P.O. Box 4327
Batesville, AR 72503
(870) 612-3400
(870) 612-3412 FAX

September 3, 2014

Roger Rich, Superintendent
Southside Schools
70 Scott Drive
Batesville, AR 72501

Dear Mr. Rich,

One of the challenges facing every community is having a well-developed work force. Education is at the heart of building a work force that will draw businesses to our area and keep them here. At First Community Bank, we are excited that the Southside School District is seeking conversion to a charter school and fully support the application.

The Southside School District has always had the reputation for providing excellent educational opportunities for students. The program you have outlined as a charter school will enhance the academic foundation of your students by meeting their diverse needs and preparing them for a smooth transition from high school, to immediate employment, targeted study at a two or four year college or training in a technical trade.

As a charter school, you will not only be providing new opportunities for young adults, Southside Schools will be strengthening the Southside area and all of Independence County. We anticipate that as a charter school, you will empower the young people of this community to attain jobs that will support families, schools and will boost the local economy. You can depend on First Community Bank to support the Southside School District in this endeavor.

Sincerely,

Dale Cole
Chairman and CEO
First Community Bank

Additional Letters of Support Available for Review:

State Senator David Wyatt, District 19

Ted Hall, Executive Director of the White River Area Agency on Aging

Karen Ryan, CEO of Vital Link EMS Service

T.W. Halford, President of TWH Enterprises

Dr. Steven Collier, CEO of ARcare

Phil Ballwin, CEO and President of Citizens Bank

Minnie Thomas, Administrator Mountain Meadows Health and Rehabilitation

High School Bell Schedule

7:50	Warning Bell (Pulse)	
7:55	Tardy Bell	Period One
8:45	Class Ends Bell	
8:49	Warning Bell (Pulse)	
8:50	Tardy Bell	Period Two
9:45	Class Ends Bell	
9:49	Warning Bell (Pulse)	
9:50	Tardy Bell	
10:05	Class Ends Bell	
10:09	Warning Bell (Pulse)	
10:10	Tardy Bell	Period Three
11:05	Class Ends Bell	
11:09	Warning Bell (Pulse)	
11:10	Tardy Bell	Period Four
12:00	Class Ends Bell	
12:25	Class Ends Bell	
12:34	Warning Bell (Pulse)	
12:35	Tardy Bell	Period Five
1:25	Class Ends Bell	
1:29	Warning Bell (Pulse)	
1:30	Tardy Bell	Period Six
2:20	Class Ends Bell	
2:24	Warning Bell (Pulse)	
2:25	Tardy Bell	Period Seven
3:15	Class Ends Bell	

Southside School District 2015-2016 School Calendar

July 15						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	26
26	27	28	29	30	31	

August 15						
S	M	T	W	Th	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September 15						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October 15						
S	M	T	W	Th	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31




November 15						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December 15						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Pre-School: (870) 251-2297
 Elementary: (870) 251-2661
 Middle School: (870) 251-2332
 Jr High: (870) 251-4003
 High School: (870) 251-2662
 HIPPY (870) 251-4024

August 12-13 Staff Development
 August 13 Open House
 August 17 Classes Begin
 September 7 Labor Day Holiday (No School)
 October 16 End of 1st Quarter (44 Student Days)
 October 20 Parent Teacher Conference K-12 (3:30-7:00 pm)
 October 21 Staff Development (No School)
 November 25-27 Thanksgiving Holiday (No School)
 December 18 End of 2nd Quarter (42 Student Days)
 December 18 End of 1st Semester (86 Student Days)
 Dec. 21 -Jan. 1 Christmas Break
 January 4 Classes Resume
 February 15 Presidents' Day
 March 11 End of 3rd Quarter (50 Student Days)
 March 17 Parent Teacher Conference K-12 (3:30-7:00 p.m.)
 March 21-25 Spring Break (with Good Friday)
 May 24 End of 4th Quarter (42 Student Days)
 May 24 End of 2nd Semester (92 Student Days)
 May 24 End of School Year (178 Student Days)

First Inclement Weather Day:
 Second Inclement Weather Day:
 Third Inclement Weather Day:
 Fourth Inclement Weather Day:
 Fifth Inclement Weather Day:
 Sixth Inclement Weather Day:
 Seventh Inclement Weather Day:
 Other Inclement Weather Day: All other days added to the end

	Significant Calendar Events
	Non Student Day or No School
	Inclement Weather Day

School Board Adopted

January 16						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February 16						
S	M	T	W	Th	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29					

March 16						
S	M	T	W	Th	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

April 16						
S	M	T	W	Th	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

May 16						
S	M	T	W	Th	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

June 16						
S	M	T	W	Th	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

<http://southsideschools.org>
 70 Scott Drive
 Batesville, AR 72501
 Administration: (870) 251-2341



SOUTHSIDE SCHOOL DISTRICT
70 SCOTT DRIVE
BATESVILLE, AR 72501

2014-2015 CERTIFIED SALARY SCHEDULE

Experience	B	B + 15	M	M with=>45
0	31,235.00	31,735.00	35,360.00	35,860.00
1	31,835.00	32,335.00	35,960.00	36,460.00
2	32,435.00	32,935.00	36,560.00	37,060.00
3	33,035.00	33,535.00	37,160.00	37,660.00
4	33,635.00	34,135.00	37,760.00	38,260.00
5	34,235.00	34,735.00	38,360.00	38,860.00
6	34,835.00	35,335.00	38,960.00	39,460.00
7	35,435.00	35,935.00	39,560.00	40,060.00
8	36,035.00	36,535.00	40,160.00	40,660.00
9	36,635.00	37,135.00	40,760.00	41,260.00
10	37,235.00	37,735.00	41,360.00	41,860.00
11	37,835.00	38,335.00	41,960.00	42,460.00
12	38,435.00	38,935.00	42,560.00	43,060.00
13	39,035.00	39,535.00	43,160.00	43,660.00
14	39,635.00	40,135.00	43,760.00	44,260.00
15	40,235.00	40,735.00	44,360.00	44,860.00
16	40,835.00	41,335.00	44,960.00	45,460.00
17	41,435.00	41,935.00	45,560.00	46,060.00
18	42,035.00	42,535.00	46,160.00	46,660.00
19	42,635.00	43,135.00	46,760.00	47,260.00

ADMINISTRATIVE SALARIES

Administrative Salaries are indexed at highest point on salary schedule

Position	Index	Salary
Superintendent	2.08357	\$98,470.00
Asst. Superintendent	1.58966	\$75,127.00
Principal	1.45832	\$68,920.00
Asst. Principal	1.20452	\$56,926.00
Fed. Prog/PD Coordi	1.58966	\$75,127.00
Instruct.Fac/Academ	1.1721	\$55,429.00

EXTENDED CONTRACTS

5 additional days	102.63%
10 additional days	105.26%
20 additional days	110.53%
30 additional days	115.79%
40 additional days	121.05%
55 additional days	128.95%

Approved by board on June 23, 2014

Vonda Crowl, Board President

Fringe benefits, which are not included in the above salary schedule, that are paid for all contracted certified personnel working a minimum of 20 hrs/week include:

Dental Insurance - \$270.96 per year

Long Term Disability Insurance - \$0.29 per \$100.00 of salary

Health Insurance - Southside School District contributes \$181.00 (\$151.00 state man-dated plus up to an additional \$30.00) monthly for each person who participates in the health insurance provided through Employee

Benefits Division (EBD).

**2014 APPLICATION
DISTRICT CONVERSION PUBLIC CHARTER SCHOOL
STATEMENT OF ASSURANCES**

The signature of the superintendent of the school district proposing the public charter school certifies that the following statements are and will be addressed through policies adopted by the public charter school; and, if the application is approved, the local board, administration, and staff of the district conversion public charter school shall abide by them:

1. The information submitted in this application is true to the best of my knowledge and belief.
2. The district conversion 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.
3. In accordance with federal and state laws, the district conversion 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.
4. Any educator employed by a school district before the effective date of a charter for a district conversion public charter school operated at a school district facility shall not be transferred to or employed by the public charter school over the educator's objection.
5. The district conversion 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 district conversion 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 any other qualified employee of the school district is covered.
7. The district conversion 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.

8. The employees and volunteers of the district conversion public charter school are held immune from liability to the same extent as other school district employees and volunteers under applicable state laws.
9. The district conversion public charter school shall be reviewed for its potential impact on the efforts of a public school district to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.
10. The applicant confirms the understanding that certain provisions of state law shall not be waived. The district conversion 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
 - (g) Health and safety codes as established by the State Board of Education and local governmental entities.
11. 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.



Signature of Superintendent of School District

9/8/14

Date



Printed Name

2013 ESEA Information

Southside Charter High School

Southside School District

District:SOUTHSIDE SCH DIST(INDEPENDENC
School:SOUTHSIDE SCH DIST(INDEPENDENC
LEA:3209000
Address:70 Scott Drive
Batesville, AR 72501
Phone:870-251-2341

Superintendent:ROGER RICH
Principal:
Grades:K-12
Enrollment:1622
Attendance (3 QTR AVG):96.55
Poverty Rate:55.61

OVERALL SCHOOL STATUS: **NEEDS IMPROVEMENT**

PERCENT TESTED

PERCENT TESTED STATUS: ACHIEVING						
	LITERACY			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	810	811	99.88	916	922	99.35
Targeted Achievement Gap Group	470	471	99.79	546	552	98.91
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American						
Hispanic	37	37	100.00	40	40	100.00
White	752	753	99.87	856	862	99.30
Economically Disadvantaged	437	438	99.77	512	516	99.22
English Language Learners	26	26	100.00	29	29	100.00
Students with Disabilities	84	84	100.00	92	94	97.87

STUDENT PERFORMANCE -- LITERACY

LITERACY STATUS: NEEDS IMPROVEMENT										
	STATUS PERFORMANCE -- LITERACY					GROWTH PERFORMANCE -- LITERACY				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	622	769	80.88	81.38	91.00	420	539	77.92	82.53	93.00
Targeted Achievement Gap Group	338	449	75.28	76.31	91.00	224	307	72.96	78.87	93.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	1867	2315	80.65	81.38	91.00	1303	1598	81.54	82.53	93.00
Targeted Achievement Gap Group	1085	1451	74.78	76.31	91.00	758	982	77.19	78.87	93.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American				72.23					72.23	
Hispanic	23	30	76.67	81.48		12	18	66.67	92.43	
White	583	721	80.86	81.36		398	509	78.19	82.20	
Economically Disadvantaged	330	420	78.57	78.01		218	292	74.66	79.48	
English Language Learners	14	20	70.00	80.77		7	11	63.64	100.00	
Students with Disabilities	32	81	39.51	39.72		20	40	50.00	37.94	

STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS: NEEDS IMPROVEMENT										
	STATUS PERFORMANCE -- MATHEMATICS					GROWTH PERFORMANCE -- MATHEMATICS				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	684	869	78.71	87.58	92.00	312	539	57.88	79.87	81.00
Targeted Achievement Gap Group	388	523	74.19	84.77	92.00	151	307	49.19	76.19	81.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	2150	2596	82.82	87.58	92.00	1091	1598	68.27	79.87	81.00
Targeted Achievement Gap Group	1300	1640	79.27	84.77	92.00	616	982	62.73	76.19	81.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American				72.23					44.44	
Hispanic	22	33	66.67	92.43		8	18	44.44	100.00	
White	623	790	78.86	87.43		299	509	58.74	79.78	
Economically Disadvantaged	371	493	75.25	85.27		147	292	50.34	76.70	
English Language Learners	16	23	69.57	94.79		4	11	36.36	90.74	
Students with Disabilities	51	89	57.30	67.54		12	40	30.00	57.45	

2012 SCHOOL GRADUATION RATE

GRADUATION RATE STATUS: ACHIEVING					
	2012 SCHOOL GRADUATION RATE				
ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	90TH PCTL
All Students	100	109	91.74	83.48	94.00
Targeted Achievement Gap Group	56	60	93.33	82.14	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	90TH PCTL
All Students	281	325	86.46	83.48	94.00
Targeted Achievement Gap Group	152	183	83.06	82.14	94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	
African American				16.67	
Hispanic					
White	91	99	91.92	85.25	
Economically Disadvantaged	50	53	94.34	82.53	
English Language Learners					
Students with Disabilities	17	18	94.44	78.26	

District: SOUTHSIDE SCH DIST(INDEPENDENC	Superintendent: ROGER RICH
School:SOUTHSIDE HIGH SCHOOL	Principal:ROGER RIED
LEA:3209039	Grades:09-12
Address:70 Scott Drive	Enrollment:485
Batesville, AR 72501	Attendance (3 QTR AVG):95.02
Phone:870-251-2662	Poverty Rate:50.93

OVERALL SCHOOL STATUS: **NEEDS IMPROVEMENT**

PERCENT TESTED

PERCENT TESTED STATUS: ACHIEVING						
	LITERACY			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	102	102	100.00	208	213	97.65
Targeted Achievement Gap Group	56	56	100.00	132	137	96.35
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American						
Hispanic						
White	95	95	100.00	199	204	97.55
Economically Disadvantaged	49	49	100.00	124	127	97.64
English Language Learners						
Students with Disabilities	14	14	100.00	22	24	91.67

STUDENT PERFORMANCE -- LITERACY

LITERACY STATUS: ACHIEVING					
	STATUS PERFORMANCE -- LITERACY				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	79	98	80.61	74.06	91.00
Targeted Achievement Gap Group	42	52	80.77	64.65	91.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	235	309	76.05	74.06	91.00
Targeted Achievement Gap Group	120	178	67.42	64.65	91.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO	
African American				72.23	
Hispanic				100.00	
White	74	91	81.32	73.07	
Economically Disadvantaged	41	47	87.23	69.44	
English Language Learners				80.77	
Students with Disabilities	7	12	58.33	33.33	

STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS: NEEDS IMPROVEMENT					
	STATUS PERFORMANCE -- MATHEMATICS				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	176	199	88.44	90.80	92.00
Targeted Achievement Gap Group	111	127	87.40	88.78	92.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	472	530	89.06	90.80	92.00
Targeted Achievement Gap Group	303	345	87.83	88.78	92.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO	
African American				72.23	
Hispanic				76.19	
White	170	191	89.01	91.20	
Economically Disadvantaged	105	120	87.50	89.13	
English Language Learners				72.23	
Students with Disabilities	19	21	90.48	91.67	

2012 SCHOOL GRADUATION RATE

GRADUATION RATE STATUS: ACHIEVING					
	2012 SCHOOL GRADUATION RATE				
ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	90TH PCTL
All Students	100	109	91.74	83.48	94.00
Targeted Achievement Gap Group	56	60	93.33	82.14	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	90TH PCTL
All Students	281	325	86.46	83.48	94.00
Targeted Achievement Gap Group	152	183	83.06	82.14	94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	
African American				16.67	
Hispanic					
White	91	99	91.92	85.25	
Economically Disadvantaged	50	53	94.34	82.53	
English Language Learners					
Students with Disabilities	17	18	94.44	78.26	

Charter Authorizing Panel Decision Letter

Warren High School

Warren School District



ARKANSAS DEPARTMENT OF EDUCATION

November 21, 2014

Tony Wood
Commissioner

Ms. Marilyn Johnson
408 Cherry St. P.O. Box 1210
Warren, Arkansas 71671

State Board
of Education

Sam Ledbetter
Little Rock
Chair

RE: Notice of Charter Authorizing Panel Decision
Warren High School-District Conversion Charter

Toyce Newton
Crossett
Vice Chair

Dear Ms. Johnson:

Dr. Jay Barth
Little Rock

On November 20, 2014, the Charter Authorizing Panel met and approved the application for Warren High School-District Conversion Charter. 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.

Joe Black
Newport

Kim Davis
Fayetteville

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 Tuesday, November 25, 2014**, in order for the request to be included in the State Board of Education agenda materials for the meeting on December 11, 2014. 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 November 13, and, at that time, the board will determine whether or not to review the panel's decision. If the State Board decides to review the panel's decision, the review will take place at a later meeting.

Alice Mahony
El Dorado

Mireya Reith
Fayetteville

Vicki Saviers
Little Rock

Diane Zook
Melbourne

Let me know if you have any questions. I can be reached by phone at (501) 682-4240 or by email at cindy.hogue@arkansas.gov.

Sincerely,

Cindy Hogue, Director
Office of Educational Options

**Additional Materials
Distributed at the
Hearing Including
Documentation of Public
Hearing Requirements
Correction**

Warren High School

Warren School District

ADDITIONAL RESPONSE TO C1: PUBLIC HEARING RESULTS CONCERN

Arkansas Code Annotated 6-23-201 "The notice of the public hearing was published in a newspaper having general circulation in the school district in which the school will be located **at least three weeks prior to the date of the meeting**" The meeting was held on August 7, 2014. Newspaper notices were run on July 23, July 30, and August 6th. Provide any additional documentation to show compliance with 6-23-201.

In order to fully comply with Arkansas Code Annotated 6-23-201, we held public hearings at 3:15 p.m. and 5:30 p.m. on November 19, 2014. The advertisement for these hearings was made in the Eagle Democrat, a newspaper having general circulation in the school district in which the school will be located at least three weeks prior to the date of the meeting. We scheduled the hearings at 2 times for the convenience of parents and patrons picking their children up after school and a second hearing for the convenience of those who get off work at 5:00.

Documentation of the advertisement is attached along with sign-in sheets, and agenda.

SUMMARY OF PUBLIC HEARING HELD NOVEMBER 19, 2014

A total of 48 people attended the public hearings held on November 19, 2014. The program included the same presentation that will be presented to the Authorizing Panel today, but questions were accepted during the informal presentations and attendees were also allowed the opportunity to write questions on cards in the event someone might feel uncomfortable asking questions before a group.

The summary of the evaluation completed by attendees is as follows:

Question 1: The information presented helped me understand the changes that will occur in WHS if this charter application is approved.

Strongly Agree-19 Agree-20 Disagree-0 Strongly Disagree-0

Question 2: I believe that the proposed changes will help students.

Strongly Agree-23 Agree-16 Disagree-0 Strongly Disagree-0

Question 3: I support the concept of Standards-Based Education System.

Strongly Agree-25 Agree-15 Disagree-0 Strongly Disagree-0

Question 4: Additional Comments-

Can't wait; what steps will be put into place to change behavior and culture; there is a lot of information I still need, but I think this is a great system; education is constantly changing, therefore, we have to prepare our students for the future; awesome presentation; I look forward to working in this system; I support but with some unanswered question to a degree from the counselor's office involvement in the grading part; still have a lot of concerns about the concept of the process and how it's going to be a success; I am very excited

arts-dance.

- Macey Camp, illustrated talk.

- Joshua Lamb, public speaking.

- Samantha Evans, crafts-purses.

- Deakota Baggett, photography.

- Cassidy Trucks, grand champion 4-H pullet, Best of Show large fowl trio.

- Caden Mann, grand champion duck, reserve champion duck.

- Cindy Ferrell, grand champion market hog.

- Bailey Harrod, reserve champion market hog, senior showmanship-swine.

- Samantha Clanton, reserve champion market goat, grand champion market lamb, senior showmanship-market lamb, senior showmanship-market goat.

- Brooke Clanton, reserve champion market lamb.

- Madison McGhee, grand champion market goat, junior showmanship-market goat.

- Halleigh Harrod, junior showmanship-swine.

- Cassidy Hollingsworth, junior showmanship-market lamb.

District winners were:

- Macey Camp, pet care.

- Ethan Ward, performing arts-vocal.

- Caleb Lamb, performing arts-instrumental.

- Calina Smith, bicycle safety.

- Joshua Lamb, environmental stewardship.

- A'Maura Davis, performing arts-instrumental.

State winners were:



Sam and Mary Holley will celebrate their 50th anniversary at 11:30 a.m. Saturday, November 1 at Enon Missionary Baptist Church fellowship hall in Rye. Everyone is invited to bring their favorite dish for a potluck lunch. All family members are encouraged to be there by 11 a.m. for photos.

- Sean Davis, 4-H state camp counselor.

- Caleb Lamb, 4-H state camp counselor, performing arts-instrumental.

- Joshua Lamb, environmental stewardship, 4-H state camp counselor.

- Ali Hollingsworth, livestock

judging.

- Emily Williams, livestock judging.

- Baxter Harrod, livestock judging.

- A'Kay Wardlaw, livestock judging.

- Samantha Clanton, livestock judging.

EAST students produce video

Students in the EAST program at SEACBEC routinely use filming and editing skills to create short movies, presentations and broadcasts for the student body and projects in

which they are involved.

By doing so, students learn to use camera equipment, discover

Page 3

The Eagle Democrat
WARREN, ARKANSAS
Wednesday, Oct. 29, 2014

creative options of interviewing and recording, and use professional software to enhance projects.

Recently, a group of five students were involved in filming, editing and sharing a video project showcasing one of Warren Middle School's teachers, Rosalynda Ellis.

The students were Austin Emanuel, Carlos Yepes, Gustavo Hernandez, Taylor Smith and Devonta Brown.

Ellis delivered a presentation on grading entitled "Explaining 4, 3, 2, 1" that is now available for viewing on the Warren School District website, www.edline.net/pages/WarrenSD.

The EAST program is located at SEACBEC on the Warren High School campus. It is a technology-centered program that is dedicated to participating with community and organizational needs.



A human being sheds skin continually, replacing it with an entire new outer layer every 28 days.

Note of Thanks

Phillip and I have spent many hours this past week reminiscing about the many acts of kindness, love and compassion, and the many conversations we've had with so many loving and caring people who have graciously loved us as Christ commanded. "Love on another." And it is with the most humble and sincere heart that we say "Thank You and God Bless You." Paul said in Philippians 1:3,4, "I thank my God upon every remembrance of you, always in every prayer of mine for you." We will forever remember each encouraging word and whispered prayer.

In Christ,

WARREN HIGH SCHOOL PUBLIC HEARINGS

November 19, 2014

WHS Media Center

3:15 p.m. and 5:30 p.m.

For discussion of a proposed Conversion

Warren School District - Sign In Sheet

WARREN SCHOOL DISTRICT - Warren High School Public Hearing

Location: WHS Media Center

Facilitator: TBA

Date(s): November 19, 2014 Time: 5:30 p.m.

TOTAL: _____

Sign In (Full Name)

Position/Role

Joe Reed

Mother

Polly Curry

mom

Robert McCall

guardian

Warren School District - Sign In Sheet

WARREN SCHOOL DISTRICT - Warren High School Public Hearing

Location: WHS Media Center

Facilitator: TBA

Date(s): November 19, 2014 Time: 3:15 p.m.

TOTAL: _____

Sign In (Full Name)

Position/Role

Chris Nelson

Michelle Weir

Facilitator

Heidi Jantzen

Digital Learning Facilitator

Jackie Smith

Teacher

Robert Corns

Asst. Principal

Anna Delaney

Principal

Chris Van Der Wal

Career Coach

Tim Gordon

Parent

Mr. Carlson

Teacher

Angie O'Neil

Teacher

Gene Reeves

Teacher

Dorinda M. Stetley

Speaker

Debbie Young

Teacher

Blair Mann

Teacher

Gregory J. Jansen

Community Dist.

Patricia West

APSEN

Katrina E. Shepherd

Teacher

Warren School District - Sign In Sheet

WARREN SCHOOL DISTRICT - Warren High School Public Hearing

Location: WHS Media Center

Facilitator: TBA

Date(s): November 19, 2014 Time: 3:15 p.m.

TOTAL: _____

Sign In (Full Name)

Position/Role

Rube Nefel

Teacher

Patricia Gault

Teacher

Donna Brooks

Teacher

Ken Cui

Teacher

James M. King

Teacher

John Thornton

Teacher

DS White

Teacher

Barbara Deller

IE/Teacher

Kevin McDonald

Teacher

Christina May

Teacher

Paula Dwyer

Parent

Stacy Claggett

Nurse

James McDonald

Sec/Bookkeeper

Warren School District - Sign In Sheet

(45)

WARREN SCHOOL DISTRICT - Warren High School Public Hearing

Location: WHS Media Center

Facilitator: TBA

Date(s): November 19, 2014 Time: 3:15 p.m.

TOTAL: _____

Sign In (Full Name)

Position/Role

Julia Foster

Math Teacher

Anna Gilstrap

Digital Learning Facilitator

Angres Barajas

Father

~~Marcel~~ Marshall Bailey

Teacher (English)

Christy Strickland

Teacher (English 12)

Dea (onell)

Teacher (Spanish)

Brenda Ruff

Schedule (21.5. History)

David Williams

Bus

Georgina Hernandez

Principal -

David Carr

Educational Consultant

Gene O'Neill

Teacher

Marilee Johnson

Admin

Julia Woodruff

Admin

Bryan Cervoni

Admin

WARREN HIGH SCHOOL
PUBLIC HEARING – DISTRICT CONVERSION CHARTER
November 19, 2014 3:15 p.m. and 5:30 p.m.

AGENDA:

Welcome - Gary Jackson, WHS Principal

Types of Charters Carla Wardlaw, Asst. Superintendent

Description of SBE System – Marilyn Johnson, Supt.; Gary Jackson, WHS Principal; Bryan Cornish, WHS Asst. Principal

Questions/Answers – WSD Administrative Team

Evaluation - Audience

Adjourn

Standards-Based Education (SBE) System

SBE is an innovative school structure that makes it possible to meet the individual needs of learners. In a standards-based system, learners work at their performance level and advance through the curriculum when they have demonstrated proficiency of the required knowledge or skills.

The focus is on learning and not on seat time, so some students will work their way through learning paths more quickly than others and all students must show what they know or can do on each learning goal and their progress is tracked. Students work at teacher pace or faster.

Warren High School Summary

Warren High School
Warren School District

Warren High School

School District: Warren School District
Grade Levels: 9-12
Student Enrollment Cap: 600
Address of Proposed Charter: 803 N. Walnut, Warren, 71671

Mission Statement

The mission of the Warren School District is to provide every child a safe, positive environment for learning skills necessary to live productively in a global society.

WHS Mission: We believe every student has the right to the highest quality of education including job-related training. We will cultivate a safe and positive environment while empowering all learners to achieve their highest potential as measured by on-pace, behind-pace, and accelerated learners.

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

Arkansas Code Annotated §6-23-201 states "The notice of the public hearing was published in a newspaper having general circulation in the school district in which the school will be located at least three weeks prior to the date of the meeting." The public meeting for Warren High School was held on August 7, 2014. Newspaper notices were run on July 23rd, July 30th and August 6th, which does not meet the requirements as outline in §6-23-201. ADE is working with the applicant to correct the deficiency and the applicant may bring documentation of the correction to the charter authorizing panel hearing.

Documentation Provided in Support of the Charter

Letters of Support Included in Application

Jeff Wardlaw	State Representative, District 8
Jerry Daniels	President, Warren School Board

Additional Letters of Support (Available for Review)

Eddie Cheatham	State Senator, District 26
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Additional Materials Submitted by the Applicant for the Hearing

Warren High School

Warren School District



WARREN SCHOOL DISTRICT

“We are deeply committed to providing every child a safe, positive, environment for learning skills necessary to live productively in a global society.”

STRATEGIC DESIGN

CLOSING THE ACHIEVEMENT GAP (CTAG)

WSD defines “Mission” as: our purpose; why we exist.

WSD Mission Statement:

“We are deeply committed to providing every child a safe, positive, environment for learning skills necessary to live productively in a global society.”

Adopted: 8.31.09

Revisited: 5.25.10

Revisited: 1.24.13

WSD defines “Core Values” as: principles that guide our behavior and govern how we will work together as we carry out the mission and vision of our school district.

WSD Core Values:

Accountability: *taking responsibility for the content and process of decisions made, actions taken, and the resulting outcomes.*

Alignment: *purposeful, direct matching of decisions, resources, and organizational structures with our mission and vision.*

Communication: *two-way process of reaching mutual understanding and transparency in exchanging information, news, and ideas, as well as developing rapport through open relationships with all stakeholders.*

Courage: *mental or moral strength to venture, persevere, take initiative, take risks breaking the mold, and withstand fear or difficulty.*

Data Driven: *ensuring new undertakings are supported by data; research based.*

Efficiency: *doing more with less; “getting the biggest bang for the buck”, wise use of resources*

Excellence: *desire for, commitment to, and pursuit of the highest quality in any undertaking, process, product, result or attitude in an on-going effort for continuous improvement.*

Integrity: *embodiment of honesty, fairness, trustworthiness, honor, mutual respect, and consistent adherence to high-level moral principles.*

Teamwork: *Working collaboratively and cooperatively toward achieving a common recognized end.*

WSD defines Core Beliefs/Guiding Principles as: statements that are grounded in research; proven rules that guide our work; what we know to be true.

WSD Shared Core Beliefs/Guiding Principles

WSD beliefs about Students and Student Learning:

All students can learn.

Students learn in different ways and in different timeframes.

Students learn best in a safe, respectful, threat-free environment.

Active engagement (minds-on) is essential for optimal student learning.

Student learning is enhanced when it is goal-oriented; relevant; purposeful; and applicable to real-world.

Student learning is fostered by frequent, specific feedback.

Students can and should take ownership and responsibility in their learning and have a voice in how to demonstrate their learning.

WSD beliefs about Teachers and Teaching:

Teachers have a greater impact on student learning when they are knowledgeable about instruction, content, and their students.

Teachers have a stronger impact on student learning when they are role models of lifelong learning, collaboration, and continuous improvement.

Teachers have a greater impact on student learning when they are patient, passionate, learning facilitators who genuinely care about students and their learning.

Teachers set the conditions for motivation and for a safe, respectful, threat-free, joyful learning environment.

Teachers can impact learning when they demonstrate the appropriate use of humor in the classroom.

As the single most important factor in students' learning, teachers are confident and instill confidence in their students.

Teachers have a more profound impact on student learning when supported by parents/guardians involvement.

WSD beliefs about Adult Learning and Professional Learning Communities:

All stakeholders in the community are partners in educating the students in WSD.

Adult learning is purposeful and specific, designed to improve content knowledge and skills.

Professional Learning Communities (PLCs) function effectively when all members are committed to collaboration and sharing of ideas to promote student learning.

PLCs provide involvement opportunities for all staff and encourage innovation.

PLCs function effectively when a clear purpose and direction are established.

PLCs function effectively when they align practices to support our guiding principles that students learn in different ways and different time-frames.

PLCs function effectively when all members encourage learning through research and investigation and are future-focused.

PLCs embrace cultural diversity.

PLCs function effectively when all members welcome accountability.

PLCs function effectively when all members are committed to the mission and vision with willingness to embrace change.

WSD defines vision as: a photograph in words of how we see our future

WSD Vision for Learning

What learning is like for our students:

WSD students know what their learning goals are, they are challenged, they are successful, they are actively engaged, and they want to meet their learning goals because learning experiences are matched to their developmental learning levels, learning styles, and interests.

Students advance through learning levels as they demonstrate proficiency. Students have voice, and choice in how to demonstrate proficiency and feel ownership of the learning process.

Students are grouped and regrouped based on their learning levels and learning needs. Time is the variable; learning is the constant.

WSD Vision for Instruction

How we will help our students learn:

WSD utilizes customized instruction to meet the unique learning needs of each student to prepare them for a global society. Grade levels have been eliminated resulting in a shift from “what grade is he in” to “what is he learning now”.

Student learning and motivation will be enhanced through technology integration.

Explicit instruction will be based on student learning goals.

Learning and demonstrating learning through real-world problem solving and projects are the norm.

Teachers serve as facilitators of learning.

WSD Vision for Curriculum

What we want our learners to learn:

A guaranteed and viable (doable) curriculum for each level of learning and each content area is based on required state standards and is written in a format that makes it clear what students must know and be able to do to be proficient.

The curriculum is designed to include student voice and choice in demonstrating proficiency and its design allows for learning opportunities 24/7.

The curriculum is relevant to preparing students for life which means the curriculum will be updated when new and relevant content/skills emerge.

WSD Vision for Assessment/Evidence of Learning

How we will know what students have learned:

Assessments measure the learning goals of our guaranteed, viable, and rigorous curriculum. Our definition of assessment extends to include any collection of evidence demonstrating what a student knows and can do in relation to the learning goals.

Because students must demonstrate learning at a 3 or try again, achievement gaps are eliminated resulting in higher achievement scores (state mandated tests, ACT, etc.) and resulting in more colleges and employers seeking Warren graduates.

WSD Vision for Technology

How we will use technology to increase access to learning opportunities:

All students will have the same access to technology at home and school giving them 24 hour access to learning through technology and giving parents 24 hour access to student learning records, to the curriculum, and to resources to use with their child.

Teachers use technology as one means of accelerating student learning when appropriate to challenge and motivate.

Technology acquisition is based upon what is most impactful for student learning.

WSD Vision for Personnel

Who will be our teachers, leaders, and support staff and how will we ensure quality personnel?

All personnel decisions are made with the best interests of students in mind.

Teachers, administrators, and support staff are highly qualified professionals who genuinely care about students and are committed to our mission and vision through the use of research-based practices. All staff members demonstrate high expectations for student learning and adult learning and they understand the importance of reflection and collaboration.

WSD Vision for Stakeholder Partnerships

How the community will support student learning:

The responsibility for educating our students is shared by family, school, and community.

Members of the community are familiar with and in support of WSD vision for student learning.

It is common to see parents and members of the community involved in various ways including providing additional, real-life learning opportunities for students (i.e. mentoring, job shadowing, and apprenticeships). Students, staff, and community work together to grow Warren's economy.

WSD facilities are safe, clean, inviting and include state-of-the-art technologies and other needed resources to support student learning.

ADE Evaluation and Applicant Responses

Warren High School

Warren School District

Warren High School

PART A - GENERAL INFORMATION

School District: Warren School District

Grade Levels: 9-12

Enrollment Cap: 600

Address of Proposed School: 803 N. Walnut, Warren, AR 71671

PRE-APPLICATION MATERIALS

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

Evaluation Criteria:

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

Fully Responsive

PART B EXECUTIVE SUMMARY

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

Evaluation Criteria:

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

Fully Responsive

PART C NARRATIVE DESCRIPTION OF THE PROPOSED CHARTER

C1: PUBLIC HEARING RESULTS

Evaluation Criteria:

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

Partially Responsive

Concerns and Additional Questions

Arkansas Code Annotated §6-23-201 “The notice of the public hearing was published in a newspaper having general circulation in the school district in which the school will be located **at least three weeks prior to the date of the meeting**” The Meeting was held on August 7, 2014. Newspaper notices were ran on July 23rd, July 30th and August 6th. Provide any additional documentation to show compliance with §6-23-201.

The notice was published 3 consecutive weeks in the Eagle Democrat prior to the public hearing, and in addition, it was published on Saline River Chronicle, our online newspaper, beginning Friday, July 18, 2014, and those ads remained visible through August 7. Saline River Chronicle has an average readership of 50,000 per week; the Eagle Democrat's highest circulation per week is 3,649.

We realize now that we misinterpreted the requirement of 3 weeks in advance, and instead posted the ad in a newspaper having general circulation in the school district in which the school will be located **3 times** prior to the hearing in our local paper, Eagle Democrat, which is a **weekly publication**. So we actually went beyond requirements if the online paper is considered along with the 3 weeks of publication in the local paper. Also, as you can see from the attachments to the charter, it was advertized in a number of other ways as well.

This is our 4th public hearing on the SBE concept and we have continued various sessions for parents as well as many sessions at civic organizations through the years in order to inform parents and patrons of the standards-based design.

C2: MISSION STATEMENT

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

Evaluation Criteria:

- A mission statement that is clear and succinct

Fully Responsive

Concerns and Additional Questions

C3: EDUCATIONAL NEED

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

Evaluation Criteria:

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

Partially Responsive-FULLY RESPONSE (BASED ON RESPONSE)

Concerns and Additional Questions

The 2013 ESEA data entered for Warren School District and Warren High Schools does not match the current 2013 ESEA information found at <https://adedata.arkansas.gov/arc/>. Please review and provide the correct data.

The data has been reviewed and corrected charts are listed on the following page.

DISTRICT DATA			
District Name	Warren School District		
District Status	Needs Improvement		
	LITERACY 2013 ESEA Report Percentage Achieving or Advanced	MATH 2013 ESEA Report Percentage Achieving or Advanced	Graduation Rate 2012-2013 2013 Report Card Percent Graduated
All Students (Combined)	70.68	68.01	92.38
Targeted Achievement Gap Group	62.93	62.73	93.51
African American	57.02	52.07	94.74
Hispanic	69.62	72.56	89.47
White/Caucasian	79.19	76.23	91.67
Economically Disadvantaged	63.40	63.19	93.06
English Language Learners/ Limited English Proficient	34.78	54.17	na
Students with Disabilities	15.07	20.00	100.00

CAMPUS DATA - CAMPUS PROPOSED FOR CONVERSION TO CHARTER			
District Name	Warren School District		
Campus Name	Warren High School		
Grade Levels	9-12		
Campus Status	Needs Improvement		
	LITERACY 2013 ESEA Report Percentage Achieving or Advanced	MATH 2013 ESEA Report Percentage Achieving or Advanced	Graduation Rate 2012-2013 2013 Report Card Percent Graduated IF APPLICABLE
All Students (Combined)	63.54	71.74	92.38
Targeted Achievement Gap Group	53.62	73.17	93.51
African American	54.29	60.00	94.74
Hispanic	64.29	85.00	89.47
White/Caucasian	70.21	80.00	91.67
Economically Disadvantaged	52.94	72.84	93.06
English Language Learners/ Limited English Proficient	na	na	na
Students with Disabilities	na	na	100.00

C4: ACADEMIC ACHIEVEMENT GOALS

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

Evaluation Criteria:

- Specific goals in reading and mathematics that are clear, measurable, and attainable;
- Valid and reliable assessment tools to be used to measure the goals; and

- Attainment of the goals demonstrate that the charter is meeting the identified educational need for the school and fulfilling its mission

Fully Responsive

C5: 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
- Specific reasons that the school would be viable
- A description of the length of school day and school year that meets minimum state requirements

Fully Responsive

Concerns and Additional Questions

Explain the grading conversion system including the following:

List what courses are considered “core courses” and what are considered “non-core courses” as referenced on attachment A34

We feel strongly that the core courses are the academic foundational cornerstones needed to prepare learners for life whether that is high school to work, high school to technical school, or high school to college. We believe in offering our learners the opportunity for a broad range of non-core courses as well including opportunities for technical courses so that they can have learning experiences that will help guide them in their career pathway. Core courses are English/Language Arts Courses, Math Courses, History/Social Studies Courses, and Science Courses.

Explain when the students’ grade will be converted, and how it will be converted, if the student transfers to another school during the middle of a semester or course

Learners’ grades will be converted **at the completion of the course** to be placed on the transcript, when a student transfers out of district, and at traditional semester time frames for Arkansas Athletic Association purposes. A conversion chart, which is in the attachments of the application, will be used to convert the grades.

On attachment A36 “Reporting Credit on Transcripts” explain how a “core course” grade will be entered if a student is below 3.0 at the end of 12th grade. Explain

how a “non-core course” will be listed for a student who is below a 2.5 at the end of 12th grade.

A learner classified as a senior, as with all learners regardless of classification, will not receive credit until the course is completed. Completion means that evidence of proficiency for all measurement topics has been demonstrated.

If the learner who is classified as a senior has **below a 3.0 in a core course** OR if (s)he has **not yet demonstrated evidence for all measurement topics** *but is attempting to do so*, an IP (In Progress) will be recorded on the transcript until the course is completed successfully. The IP does not count for or against the GPA.

If the senior has **below a 3.0 in a core course** OR if (s)he has **not yet demonstrated evidence for all measurement topics** *and is not attempting to do so*, an NP (No Progress) will be recorded on the transcript. The NP on the transcript will count against the GPA as an F in a traditional system does.

Learners classified as seniors with either of these scenarios will have “**extended high school**” opportunities to complete requirements.

If the learner who is classified as a senior has **below a 2.5 in a non-core course** OR if (s)he has **not yet demonstrated evidence for all measurement topics** *but is attempting to do so*, an IP (In Progress) will be recorded on the transcript until the course is completed successfully. The IP does not count for or against the GPA.

If the senior has **below a 2.5 in a non-core course** OR if (s)he has **not yet demonstrated evidence for all measurement topics** *and is not attempting to do so*, an NP (No Progress) will be recorded on the transcript. The NP on the transcript will count against the GPA as an F in a traditional system does.

Learners classified as seniors with either of these scenarios will have “extended high school” opportunities to complete requirements.

Explain why the conversion chart is different for “core courses” and “non-core courses”.

We feel strongly that the core courses are the academic foundational cornerstones needed to prepare learners for life whether that is high school to work, high school to technical school, or high school to college.

We believe in offering our learners the opportunity for a broad range of non-core courses as well including opportunities for technical courses so that they can have learning experiences that will help guide them in their career pathway. Because we will go in such depth with 3.0 requirement in core courses, we will allow a 2.5 in non-core **which is still above state requirement**.

Although a 3 is the target in core and 2.5 in non-core; students will have opportunities to pursue a 4. We have spent many months planning this model and have examined procedures, policy, and law in regards to building this model including meeting with the Arkansas Activities Association to ensure that they understood the model and how we will be not only meeting, but exceeding their current requirements.

C6: CHARTER MODEL

Evaluation Criteria:

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

Fully Responsive

Concerns and Additional Questions

C7: AUTONOMY

Evaluation Criteria:

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

Fully Responsive

Concerns and Additional Questions

C8: SCHOOL IMPROVEMENT PLAN

Evaluation Criteria:

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

Fully Responsive

C9: 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 Common Core State Standards.

Evaluation Criteria:

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

Fully Responsive

C10: 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 those areas for which a waiver is requested**:

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

Fully Responsive

Concerns and Additional Questions

Confirm that the charter will comply with all state and federal requirements for special education.

Warren High School confirms that we will comply with all state and federal requirements for special education.

C11: ANNUAL PROGRESS REPORTS

Evaluation Criteria:

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

Fully Responsive

Concerns and Additional Questions

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 provide assurances for a random, anonymous lottery selection process.

Evaluation Criteria:

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

Fully Responsive

Concerns and Additional Questions

Confirm the understanding that in the event of requesting an enrollment cap increase, the state board of education and the charter authorizing panel are both authorizers.

Warren High School confirms the understanding that in the event of requesting an enrollment cap increase, the state board of education and the charter authorizing panel are both authorizers. Our enrollment cap was set above our current enrollment to allow for growth.

C13: PRIOR CHARTER INVOLVEMENT

Evaluation Criteria:

- A complete Prior Charter Involvement Template for each individual connected with the propose 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 administrator(s) and other key personnel. This section should also describe the professional qualifications which will be required of employees.

Evaluation Criteria:

- A job description for the school administrators and other key personnel, including but not limited to counselors, 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

Fully Responsive

Concerns and Additional Questions

Explain if the professional qualification listed are minimum qualifications, or desired qualifications.

The professional qualifications listed are minimum qualifications. Warren High School does not wish to waive licensure standards.

C15: 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

C16: FACILITIES

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

Evaluation Criteria:

- An identified facility appropriate to meet the needs of the school over the term of its charter
- A realistic plan for remodeling or adapting a facility, if necessary, to ensure that it is appropriate and adequate for the school's program, the school's targeted population, and the public
- Evidence that the school understands the costs of securing and improving a facility and has access to the necessary resources to fund the facility plan
- A sound plan for continued operation, maintenance, and repair of the facility

Fully Responsive

C17: 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

C18: 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
- A proposal that involves the parents of students, employees and the broader community in
- carrying out the terms of the charter

Fully Responsive

C19: WAIVERS

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

Evaluation Criteria:

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

SEE LEGAL COMMENTS

C20: DESEGREGATION ASSURANCES

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

Evaluation Criteria:

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

SEE LEGAL COMMENTS

C23: SUSTAINABILITY OF THE PROGRAM

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

Evaluation Criteria:

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

Fully Responsive

Concerns and Additional Questions

Legal Review of Waivers Requested

Warren High School

Warren School District

**Warren High School
Waivers Requested in Original Application
2014 District Conversion Application**

1. Teaching Load

Sections 10.02 of the Standards for Accreditation; specifically subsection and 10.02.5

In order to fully implement our unique curricular offerings, Warren High School requests a waiver of the Teaching Load requirements. WHS believes that the unique curriculum delivery system that it will be utilizing is truly an example of the “exceptional case” worth of a waiver under Subsection 10.02.5 of the Standards. A waiver is being specifically requested for our teachers to be able to instruct no more than 180 students, only on an as needed basis.

Legal Comments: None

Remaining Issues: None

2. Class Size

Sections 10.02.5 of the Standards for Accreditation

Warren High School requests a waiver of the class size standards so in the event that in placing students in the appropriate learning level, the number exceeds the current allowable student-teacher ratio; homeroom classes will continue to meet class size requirements. While our interest is to keep class sizes as small as possible, should the need arise, the student-teacher ratio will not exceed thirty-five (35) students to accommodate movement of students. WHS believes that the unique curriculum delivery system that it will be utilizing is truly an example of the “exceptional case” worth of a waiver under Section 10.02.5 of the Standards Rules.

Legal Comments: None

Remaining Issues: None

3. Grading Scale

Ark. Code Ann. § 6-15-902 and the ADE Rules Governing the uniform Grading Scale

To the extent that a waiver is necessary from the above statutes and Rules, Warren High School requests this waiver due to its planned use of rubric and checklist scoring. The method of rubric and checklist scoring to be utilized b Warren Middle School will be

more rigorous than the standard Uniform Grading Scale. Students will be required to present evidence of work at scale score of 3 (learning target/standard). There will be a conversion chart used so that WHS can put a letter grade on a student's transcript. WHS will use the State's electronic transcript.

Legal Comments: None

Remaining Issues: None

4. APSCN Grade Coding

Ark. Code Ann. § 6-11-128 and the ADE Rules Governing the Processes to Ensure the Quality, Security, Validation, and Timeliness of Public School Data in the Arkansas Public School Computer Network (APSCN)

The applicant requests a waiver of the above referenced statute and rules, if necessary, and/or technical assistance from the Department of Education for the following purposes:

- a) We will manually input the converted letter grade into the system transcripts if we have to, but we would like to request the Department of Education's technical assistance to assure a bridge from our electronic grading system (Educate) to APSCN/eSchool.*
- b) Grades will be put on the transcript at the completion of the course (we refer to courses as seminars), not at semester.*
- c) The last day of a traditional semester, we will use the conversion chart (attached to this application) to determine eligibility status for extracurricular activities. We will follow the same process in May-so we are abiding by Arkansas Activities Association rules.*

Legal Comments: None

Remaining Issues: None

5. ACTAAP

Ark. Code Ann. § 6-15-401 et seq. and the ADE Rules Governing the Arkansas Comprehensive Testing, Assessment, and Accountability Programs and the Academic Distress Program

Because our learners will complete seminars at various points in time, we need a waiver to allow for testing (PARCC Performance Based Assessment (PBA) in the testing window after the learner has completed 75% of the Measurement of Topics in a seminary (and the End of the Year in the testing window following the PBA they have taken).

Legal Comments: The authorizer lacks the authority to grant waivers of accountability provisions.

Response: *Warren High School is not asking a waiver from accountability; we are only asking for flexibility in the testing window assigned for learners to complete the testing as described. All learners will complete each required assessment.*

Remaining Issues: The testing window is part of ADE's contractual agreement with its testing company and cannot be waived. If approved, the Applicant may be able to utilize the midyear testing window. ADE staff can offer assistance exploring this option.

6. Gifted and Talented

Ark. Code Ann. § 6-20-2208(c)(6) Monitoring of Expenditures and 6-42-101 et seq. Section 18.0 of the Standards for Accreditation
ADE Rules Governing Program Approval Standards

This waiver request is to allow for appropriate pre-Advanced Placement (AP) designation at the conclusion of the course/seminar. To earn Pre-AP designation, a student would be required to go beyond the target of 3 in 80% of the measurement topics of the seminar.

All components of the GT program and the effectiveness of educational opportunities provided for GT students are evaluated annually. WHS proposes to craft an evaluation instrument that provides accurate, timely, and relevant information to be used in creating goals.

Legal Comments: Rather than a waiver of Ark. Code Ann. § 6-42-101 et seq., only § 6-42-109 is necessary.

Response: *The Applicant wishes to amend its waiver request for Ark. Code Ann. Sec. 6-42-101 et. seq. to only Ark. Code Ann. Sec. 6-42-109. The remainder of the waiver request remains the same.*

Remaining Issues: None

7. Clock Hours

Section 14.03 of the ADE Rules Governing Standards for Accreditation (concerning required clock hours for units of credit)

The applicant is not, by this waiver request, asking for a waiver of graduation requirements. The applicant is requesting only a waiver of the 120 clock hour requirement. In accordance with prior ADE comments on this type of request, the applicant hereby affirms that it will

adhere to full curriculum alignment with Arkansas Frameworks, and will be glad to submit to the ADE and/or the Charter Authorizing Panel any additional information that may be desired.

Legal Comments: None

Remaining Issues: None

8. Career and Technical Education

Section 9.03.4.10 of the ADE Standards Rules (concerning Career and Technical Education)

The applicant is in the process of transitioning from Computer Based Applications (CBA) to Technology Design Applications (TDA), and has received the appropriate waiver from Career and Technical Education (CTE) (Department of Workforce Education). In its approved CTE plan, this is the last year to teach CBA. We request a waiver for any student not passing CBA this year to be allowed to make up credit by taking TDA.

Legal Comments: None

Remaining Issues: None

DESEGREGATION ANALYSIS: Fully responsive

Application

Warren High School
Warren School District

RECEIVED

Arkansas Department of Education
Charter and Home School Office
September 9, 2014



ARKANSAS DEPARTMENT OF EDUCATION

2014 Application District Conversion Public Charter School

Deadline for Receipt of Submission: Tuesday, September 9, 2014, 4:00 p.m.
Applications will not be accepted after this time.



Name of Proposed Charter School:

Warren High School - District Conversion Charter

Any application that is substantially incomplete will not be forwarded to the authorizer for consideration. An application will be considered substantially incomplete if it does not provide enough information to enable staff at the 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
2014 APPLICATION
DISTRICT CONVERSION PUBLIC CHARTER SCHOOL**

A. GENERAL INFORMATION

Name of Proposed Charter School: Warren High School - District Conversion Charter

Grade Level(s) for the School: 9-12 Student Enrollment Cap: 600

Name of School District: Warren School District

Name of Contact Person: Marilyn Johnson

Address: 408 Cherry St. P.O. Box 1210 City: Warren

ZIP: 71671 Daytime Phone Number: (870) 226-8500 FAX: (870) 226-8531

Email: marilyn.johnson@warrensd.org

Charter Site Address: 803 N Walnut

City: Warren

ZIP: 71671 Date of Proposed Opening: August 17, 2015

Name of Superintendent: Marilyn Johnson

Address: 408 Cherry St. City: Warren

ZIP: 71671 Daytime Phone Number: (870) 226-8500

B. EXECUTIVE SUMMARY

Provide the mission statement of the proposed school.

Applicant Response:

The mission of the Warren School District is to provide every child a safe, positive environment for learning skills necessary to live productively in a global society.

WHS Mission: We believe every student has the right to the highest quality of education including job-related training. We will cultivate a safe and positive environment while empowering all learners to achieve their highest potential *as measured by on-pace, behind-pace, and accelerated learners.*

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

Applicant Response:

Warren High School proposes transforming to a **Standards-Based Education (SBE) System** where *learner outcomes, based upon Common Core/State Frameworks and written in scoring scale format*, are aligned with the district's and school's mission and vision. Measurement Topics will be identified for all content areas providing for a *transparent, viable, and guaranteed curriculum*. Each learner's progress toward the learning goals will be tracked both by the teacher and by the student on a digital platform that answers **two important questions 1)** What does the learner know/can do now? **2)** What is next in their learning path? SBE is an innovative school structure that makes it possible to *meet the individual needs of learners*. In a standards-based system, learners *work at their performance level and advance through the curriculum when they have demonstrated proficiency* of the required knowledge or skills. The **focus is on learning and not on seat time**, so some learners will work their way through learning paths more quickly than others and all learners must show what they know or can do on each learning goal. Learners work at teacher pace or faster. Technology is integrated as a learning tool to inquire, analyze, create, and collaborate. *Grading is based on mastering individual standards* within integrated units. *Grading does not include zeros or averaging*. Non-Academic standards are scored and tracked separately from academic. WHS will use *interim assessments* such as NWEA MAP in determining a learner's performance level and learning path. Compass Odyssey and Khan Academy (which are linked to NWEA assessments) will be used as means to customize learning and to provide a blended learning environment as well as other digital courses. Learners will be empowered to be the driver of their own learning and learners will be counseled in designing a learning path that supports their pathway to post secondary education or career.

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 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, called by the school board, which was held for the purposes of assessing support for the establishment of this public charter school. Provide copies of supporting evidence.

Applicant Response:

WHS public hearing was held Thursday, August 7, 2014, in the Warren Cultural Center. It was advertised in the Eagle Democrat and Shopper's Guide, a weekly publication that is distributed to all residents of the county, as well as on Saline River Chronicle, an online local news site. In addition, it was posted on our district calendar and website. All staff were invited to attend by email, and parents and learners were reminded of the event during the orientations held through-out the day on the 7th, and it was announced at BCEDC and Rotary. 44 people attended the meeting which included parents, grandparents, community members, all building level principals, and all district administrators. Interest in this meeting exceeded other meetings in the district such as the Annual Report to the Public.

Gary Jackson, WHS Principal, gave the welcome. Asst. Supt. Carla Wardlaw presented the district background and history with SBE and the 3 types of charters. Supt. Johnson shared basic information on a standards-based system. The administrators then served on a panel to answer questions that were generated from the audience. Evaluation forms were completed by attendees.

The evaluation survey included questions that were left open-ended to prompt more than a one word answer: **"The information presented this evening was sufficient to help me understand the changes that will occur at WHS if this charter is approved."**

All responses were "yes" with the exception of one response that indicated "mostly".

"I believe that the proposed changes will help my child."

All responses were "yes" and an additional comment of "mostly yes, but in many ways unknown".

"I support the concept of Standards-Based Education."

All responses were "yes" with the exception of one response that indicated "mostly".

Based upon the responses from the survey and Q & A, and those who came up afterwards to discuss their thoughts, it is apparent that we have stakeholder support. This is including a learner who is a senior this year who said "I feel like I'm going to be at a disadvantage for not having an opportunity to go through this system."

In addition to this public hearing, three previous public hearings have been held for the three previous charter applications. Principals and district administration have met with parent groups and civic groups over the last 4 years. We have provided parent training on the use of Educate, the electronic reporting and recording system. A large group of stakeholders including parents, patrons, teachers, admins, board members met in January 2013 to work through a process to create the district's Strategic Design CtAG (Closing the Achievement Gap) Plan which outlines core values, core beliefs, mission, and vision statements. Just prior to the August 7 public hearing, all administrators presented a program to Rotary on SBE. We will continue educating our parents and patrons. We've found that once they understand what it is we are trying to do and why, an overwhelming majority support our efforts. [See attachment pages A7-A11 for documentation of requirements and parent/community support.]

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

- A. The notice of public hearing was distributed to the community, certified school personnel, and parents of all students enrolled at the public school for which the school district initiated the application.
- B. The notice of the public hearing was published in a newspaper having general circulation in the school district in which the school will be located at least three weeks prior to the date of the meeting.

2. Give the mission statement for the proposed charter school.

Applicant Response:

The mission of the Warren School District is to provide every child a safe, positive environment for learning skills necessary to live productively in a global society.

WHS Mission: We believe every student has the right to the highest quality of education including job-related training. We will cultivate a safe and positive environment while empowering all learners to achieve their highest potential *as measured by on-pace, behind-pace, and accelerated learners.*

3. Describe the educational need for the school by responding to the following prompts. Include the innovations that will distinguish the charter from other schools.

Complete the following charts to include 2013 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 Name	Warren School District		
District Status	Needs Improvement		
	LITERACY 2013 ESEA Report Percentage Achieving or Advanced	MATH 2013 ESEA Report Percentage Achieving or Advanced	Graduation Rate 2012-2013 2013 Report Card Percent Graduated
All Students (Combined)	68.12	66.38	92.38
Targeted Achievement Gap Group	60.46	60.58	93.51
African American	54.69	50.00	94.74
Hispanic	68.15	70.17	89.47
White/Caucasian	76.23	75.00	91.67
Economically Disadvantaged	60.89	61.07	93.06
English Language Learners/ Limited English Proficient	31.58	50.00	80.00
Students with Disabilities	15.07	14.08	100.00

CAMPUS DATA - CAMPUS PROPOSED FOR CONVERSION TO CHARTER			
District Name	Warren School District		
Campus Name	Warren High School		
Grade Levels	9-12		
Campus Status	Needs Improvement		
	LITERACY 2013 ESEA Report Percentage Achieving or Advanced	MATH 2013 ESEA Report Percentage Achieving or Advanced	Graduation Rate 2012-2013 2013 Report Card Percent Graduated IF APPLICABLE
All Students (Combined)	65.54	67.39	92.38
Targeted Achievement Gap Group	53.62	68.29	93.51
African American	54.29	57.78	94.74
Hispanic	64.29	85.00	91.67
White/Caucasian	70.21	72.00	91.67
Economically Disadvantaged	52.94	69.14	93.08
English Language Learners/ Limited English Proficient	0.00	50.00	80.00
Students with Disabilities	28.57	20.00	100.00

CAMPUS DATA - HIGH SCHOOL CLOSEST TO THE PROPOSED CHARTER LOCATION			
District Name	Hermitage School District		
Campus Name	Hermitage High School		
Grade Levels	7-12		
Campus Status	Focus		
	LITERACY 2013 ESEA Report Percentage Achieving or Advanced	MATH 2013 ESEA Report Percentage Achieving or Advanced	Graduation Rate 2012-2013 2013 Report Card Percent Graduated IF APPLICABLE
All Students (Combined)	49.44	59.50	88.64
Targeted Achievement Gap Group	38.89	53.33	83.87
African American	20.00	26.67	n/a
Hispanic	38.46	60.63	90.00
White/Caucasian	64.58	66.18	90.00
Economically Disadvantaged	38.57	54.65	83.33
English Language Learners/ Limited English Proficient	34.78	54.84	n/a
Students with Disabilities	8.33	0.00	n/a

CAMPUS DATA - OTHER CAMPUS IN FEEDER PATTERN OF PROPOSED CONVERSION CHARTER			
District Name	Warren School District		
Campus Name	Warren Middle School		
Grade Levels	6-8		
Campus Status	Needs Improvement		
	LITERACY 2013 ESEA Report Percentage Achieving or Advanced	MATH 2013 ESEA Report Percentage Achieving or Advanced	Graduation Rate 2012-2013 2013 Report Card Percent Graduated IF APPLICABLE
All Students (Combined)	69.69	70.25	
Targeted Achievement Gap Group	61.65	65.79	
African American	53.10	53.10	
Hispanic	67.16	85.07	
White/Caucasian	81.40	75.58	
Economically Disadvantaged	62.36	66.54	
English Language Learners/ Limited English Proficient	*	*	
Students with Disabilities	9.68	9.68	

Explain the educational need for the charter in light of the academic performance by the district, the campus proposed to be converted, and at the schools in the same feeder pattern as the proposed charter. Explain other significant factors. Be certain to include the source for information presented.

Applicant Response:

On the 2013 ESEA Accountability Report, WHS is listed as a "Needs Improvement School" overall, although in percent tested WHS met the AMO for all learners and TAGG with 100% testing. The literacy status for WHS is "Needs Improvement" with AMO met for literacy performance for all learners, but not for TAGG. The 3 year trend for literacy shows AMO not met for all learners or TAGG. ESEA sub-groups meeting AMO performance in literacy were African American, Hispanics, and White. Those ESEA sub-groups not meeting include Economically Disadvantaged, Learners with Disabilities and ELL. Particular weaknesses in literacy are in the areas of content, literary, and style writing domains and open responses in all areas revealing that our learners are not able to read and extrapolate information from text to include in their writing.

The math status for WHS is "Achieving" with AMO being met for All Learners and TAGG. All ESEA groups with the exception of white and learners with disabilities met AMO. Particular weaknesses in Algebra I are Nonlinear Functions and Solving Equations and Inequalities. Weaknesses in Geometry are in Relationships Between Two and Three Dimensions. In particular, we are concerned that our learners are not performing well on open response items revealing the need for learners to have opportunities in real world problem solving situations and to be able to communicate their understanding of the real world situations through written responses.

Our scores have been increasing in the traditional setting, but there are students we are not reaching; students who are handed a diploma without a strong base of knowledge and skill to be employable or ready for post-secondary settings. We are proposing a charter to change the system so that it is standards-based with a focus on learning; not on time, and a focus on individual student progress- every day and in every seminar with students knowing their learning path and owning it. We do not deny the importance of data from state mandated assessments, but an important driving force in our proposed charter will be our learning facilitators and learners tracking the progress on goals from day to day.

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:

Regional data for Southeast Arkansas, as reported by OEP:

Total % of students proficient or advanced in math: 64%

Math GPA 2.76

Total % of students proficient or advanced in literacy: 72%

Literacy GPA 2.96

The performance of students in the surrounding region is similar to our results, supporting the need for a charter as outlined previously in standard 3.

Describe the innovations that will distinguish the charter from other schools.

Applicant Response:

Through Standards Based Education (SBE) in a charter setting at Warren High School, we will have the opportunity to continue to create and extend implementation of the SBE system that we began implementing 2 years ago at Eastside New Vision Charter School, last year in Brunson New Vision Charter School, and this year in Warren Middle School. Our vision is a truly learner-centered setting in which expectations are clear and consistent through-out the school. A real need is the ability for teachers, families, and learners to know what knowledge and skills have been mastered and what still needs to be learned. The traditional system of grading does not address this need: a grade of A, B, etc., does not define what a learner knows or can do. However, in a standards-based system, learning goals and levels of achievement are evident to all parties involved--learner, teacher, and parents.

In Warren High School, our vision includes establishing an SBE system in which learners and learning facilitators reflect on progress, build ownership and independence; and become true problem solvers. We see a need for learners to become more independent and take control of their own learning, know and meet their learning goals, and follow their own learning path to success while having the opportunity to make choices and demonstrate proficiency. Because of this need, we have embraced the US Department of Education's recommendation "Teach learners to examine their own data and set learning goals" in order to create the kind of learning environment that is conducive to establishing the foundation for our learners to become college and career ready. We further see a need to establish a learning environment that provides opportunities for learners to apply their knowledge to real-world,

unpredictable situations with unknown outcomes built around trust, cooperation, responsibility, and evidence of progress. We want to create a district which takes learners where they are and progressively builds upon their knowledge and skills to prepare them for life. Warren School District is pursuing the Charter Conversion Status for Warren High School because we truly believe that extending the SBE concept as the learners move through the system is what's best for the learners. The innovative components of SBE are more fully described throughout this application and are based upon the following research:

Re-inventing Schools Coalition- *Delivering on the Promise*: Richard A Delorenzo, Battino, Rick Schreiber and B. Carrio;

Marzano Research Laboratory: *Designing and Teaching Learning Goals and Objectives, The Highly Engaged Classroom, Formative Assessment and Standards-Based Grading, The Art and Science of Teaching.*

Inevitable Mass Customized Learning: Bea McGarvey and Chuck Schwahn

Carol Dweck: *Mind-Set*

John Hattie: *Visible Learning*

International Center for Leadership in Education: www.LeaderEd.com

Bena Kalick: *Habits of Mind*

Rick Wormeli: *Day 1 and Beyond*

Carnegie Corporation: *Turning Points*

4. 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
WHS will increase the number of students taking the ACT exam	ACT	2%	Annually
WHS will meet or exceed the state average in Math on the PARCC assessment	PARCC	Meet or exceed state average	Annually
WHS will meet or exceed the state average in ELA on the PARCC assessment	PARCC	Meet or exceed state average	Annually
WHS will increase the number of students participating in internships	Internship Data	2%	Annually
WHS will increase # of students earning college hours or industry certifications	Transcript Data	2% increase in value added diplomas	Annually
WHS will increase the number of learners on pace for graduation	Educate Data	2%	Annual targets based upon growth from baseline year: 2016

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:

Attainment of these goals will ensure that each student is ready for life, whether that is high school graduation to work, graduation to college, or graduation to technical school or other training because they have been required to demonstrate proficiency on their learning goals and have had opportunity to expand their learning opportunities through a variety of college/college prep/technical courses, by exposure to different career possibilities and the learning paths to help them prepare for those possibilities, and by having the opportunity to go deeper in their learning; beyond the target knowledge. They will have tracked their own learning and will know their learning path, so they will “own” their learning and will have been coached to see the connection between their high school learning path and their “life path”.

5. Describe the educational program to be offered by the charter school.

Applicant Response:

Warren High School proposes an educational model with several district components. WHS will employ an educational philosophy based on the precepts of standards-based learning, with curricular and instructional strategies, including personalized instruction and learner-centered practices. The instructional day will continue to begin at 8:00 a. m. to 3:15 p. m., 6 hours of instruction plus opportunity for 24/7 learning. The instructional year will include: 178 interaction days, 2 parent-teacher conference days, 10 professional development days provided by the District, for a total of 190 contract days. To facilitate success in this system and expand educational opportunities, several changes are proposed in described below:

A. Educational Foundations

Standards-based education is a comprehensive, learner-centered approach to learning in which the entire educational system is organized around engaging learners in developing 21st-century skills as they work at their own performance level and advance through the learning pathway only when they demonstrate proficiency of the required knowledge or skills. At the core of this approach is this deep commitment to learners: **Every child can and will learn; every child can meet high standards, and every child can succeed in life.** This learner-center approach, driven by a moral purpose and a system that unleashes every learner's potential, gives every child the opportunity for success.

Some of the accompanying changes include the following:

*Students, whom we refer to as “Learners” become owners of their learning process, assisting in setting learning goals.

*Teachers, whom we refer to as “Learning Facilitators” become facilitators and partners in learning

*Getting by with very low-level knowledge and skills is not acceptable. Learners demonstrate a much higher

level of mastery of both declarative and procedural knowledge.

*The learning pathway for each course (which we refer to as "seminar") is transparent to everyone.

*In a traditional system time is the constant; and learning is the variable. In a SBE approach, the reverse is true: **Learning is the constant, and time is the variable.** Learners learn at their own pace, an approach which honors natural developmental differences. Learning Facilitators, however, monitor closely the pacing and intervene as needed to redirect the pacing.

We will implement a modified version of the Reinventing Schools Coalition (RISC) Approach to Schooling, Mass Customized Learning components, and researched-based practices from Robert Marzano and Associates. The philosophy of the RISC approach is based on four interrelated elements.

1) Shared Vision: *the education community speaking in one voice*; collaborating to put in words what learning will look like in the future.

2) Standards Based Design: *a future focused approach to teaching and learning.* Standards Based Design: guaranteed curriculum, opportunities for learners to show what they know/can do in various ways, assessing and providing feedback.

There are key aspects:

- * *Transparent curriculum.* The knowledge and skills learners for which learners must demonstrate proficiency as they progress through courses, which we refer to as seminars, are open and clear to everyone through Educate, a digital platform that serves as a means to record learner progress, listing the learning goals on which they have shown proficiency, the learning goals they are currently working on, and those to come next
- * *Flexibility.* Learners will move through seminars as they demonstrate proficiency, and will have voice and choice in how they demonstrate proficiency.
- * *Learner ownership.* Learners own, lead, and partner with their teachers in every phase of learning.
- * *High standards.* Learners demonstrate a level of proficiency based upon the proficiency scales which have been developed to define the measurement topics (and learning goals within) for each seminar
- * *Goal Setting and Tracking of Progress by learners and teachers.*
- * *Meaningful Feedback.* John Hattie's review of 7,827 studies on learning and instruction found that the most powerful single innovation that enhances achievement is feedback; providing learners with specific information about their standing in terms of particular objectives increased their achievement significantly.

The following contrasts the terms standards-based, standards-referenced, and tracking/ability grouping. **Warren High School is proposing a standards-based model.**

Standards-based - The Model Proposed by WHS

Learners work at their performance level in all content areas.

Learners own their learning- they are a part of the goal setting process.

Grouping is based on performance rather than age; learners move in and out as needed.

Individual needs are met through learners' interests, goals, and unique learning styles.

Instruction is balanced; learners must understand the information and also be able to apply it in real life situations. (Declarative and Procedural Knowledge)

Progression is based on proficiency.

Learners, parents, teachers, admins, support staff, and community members know the expectations.

Standards-referenced

Learners work at grade level across content areas.

Teachers control learning.

Grouped by age - learner progress in a time-bound system.

Group needs met through grade level standards.
Instruction is driven by prescribed programs and textbook assessments.
Progression is based on seat time.
Teachers know the expectations

Tracking

(Ability Grouping)

Grouping is based on a few assessments.
Teacher is the decision maker.
Groups have limited movement
Focus is on the system rather than the learning.
Instruction moves forward only when all learners are ready.
Progression is based on group readiness.
Teachers control the expectations

3) Leadership -- the deliberate focus on developing strong leaders at every level.

4) Continuous Improvement -- the systemic processes at every level that ensure that improvement is never ending.

* Learners monitor their progress for continuous improvement through the use of the Educate's Empower "electronic learning GPS" and if preferred, a goal sheet. Teachers facilitate the setting of individual, group, and seminar goals around components, such as shared vision, code of conduct, and learning goals. The results of the learning goals are made transparent by posting in Educate.

* Teachers monitor the achievement of the shared vision, code of conduct, learner and classroom goals.

Teachers make the results of goals transparent to all stakeholders by posting the shared vision, code of conduct and classroom goals. Learner goals will be available for viewing 24/7 through the Educate program.

* Key leaders will monitor performance indicators of success for staff and learners. Principals will model Plan - Do - Check - Adjust (PDCA) to monitor progress toward goals.

* Data, such as, PARCC, ACT, Educate Reports, Reinventing Schools Coalition (RISC) criteria, learner achievement reports from Educate, Compass Odyssey, NWEA MAP, along with state test data, will be used to assess the overall success of the program and to show whether or not primary goals of the program have been met.

<http://www.reinventionschools.org/resources/self-assessment-tool/>

This future-focused approach is supported by research that shows two most important factors about learning are: **"learners learn in different ways and learners learn in different time frames."**

B. Non-Graded Levels

A major component of this standards-based approach is "non-graded" classrooms. Learners will move through learning levels at teacher pace or faster based upon proven proficiency. These levels include focus areas of literacy (including disciplinary literacy standards for science and social studies) and mathematics based on Common Core State Standards, and science, social studies, and all other seminars based upon Arkansas Curriculum Frameworks (transitioning to NGSS with state roll-out). Curriculum proficiency scales will be completed for all content area seminars at WHS. The learning goals at each level are developmentally appropriate and are a cumulative learning progression of declarative and procedural knowledge which are embedded with College and Career Readiness anchor standards. Teams of teachers representing each campus, under the guidance of a national consultant, have written curriculum documents which detail the learning progressions within each measurement topic, the scale which defines the level of learning, and sample assessment items for each learning goal within the scale. This work has begun at the HS level as well and is further explained in this application.

C. Comprehensive Assessment System

WHS will continue to utilize a comprehensive assessment system to guide instructional decision-making, engage learners in goal-setting, and evaluate the effectiveness of instructional practices. This comprehensive system incorporates multiple types of assessments.

The following is a summary of our assessment model.

- **Pre-assessments** will continue to be given to determine a learner's readiness level at the beginning of the year or at the beginning of a seminar or new measurement topic. Beginning of the school year pre-assessments will include, but not be limited to, MAP (Measures of Academic Progress), teacher made assessments, learning styles, and interest inventories.
- **Ongoing formative assessments** will continue to be given to guide instruction, set learning goals, and determine interventions for learners as needed. These actions will be in various forms such as teacher observation, learner performance tasks, and assessment results. The learner will have choice and voice in performance tasks. Assessments will be given at various times depending on learner readiness. Learner readiness is determined by the teacher, based on a preponderance of evidence collected for each learning goal. Sample assessment items will be created for each scale level of each learning goal. All scale work will be loaded into the Educate's Empower system. Through Educate, assessments can be built and access given to a bank of assessment items created by schools across the nation. This will be on Educate as soon as this option is available which will be prior to the opening of the charter school.
- **Interim assessments** will continue to be given during the year to monitor learner growth. Assessments to be given at the beginning, middle, and end of the year (such as NWEA MAP).
- **Summative Assessments** will continue to be given to evaluate proficiency in learner performance. WHS will continue to administer the state mandated test as required. A final assessment will be given to learners at the end of each measurement topic to determine proficiency using assessments such as NWEA/MAP, Compass, teacher-made assessments, and measurement topic assessments in Educate. WHS will also use career based assessments to address career content goals such as WIN. (A final decision has not yet been made on the exact career based assessment used.)

Recording and Reporting learner progress:

- **EDUCATE:** The Educate electronic learning GPS will provide a digital backpack accessible at any time to each learner/parent/teacher, allowing them to access learning goals already completed, those working on currently with scale score indicated, and those next to come in the learning progression. Educate will also provide digital learning resources.
- **Parent Conferences:** A minimum of two parent teacher conferences will be held each school year to report learner progress with options for additional conferences and on-going digital or phone communication.
- **Progress Report:** Each quarter a progress report will be sent home to keep parents informed about their learner's progress although progress can be monitored at any time on Educate and Compass.
- **Goal Sheet:** A goal sheet is a custom-designed document written and used by learners, teachers, and to meet the educational needs of the individual learner (a variety of forms can be used). The goal sheets are written in learner-friendly language.
- **Standards Based Report Card:** A standards based report card is a customized report communicating 1)) the learner's performance score for each measurement topic worked on during the quarter for each seminar. 2) measurement topics worked on previously, and what's next in the learning path along with whether or not the learner is on track with their rate of progression through the measurement topics.

Earning Credit:

Learners at WHS will complete a seminar and receive credit for that seminar only when proficiency has been demonstrated on all required measurement topics of the seminar. At the end of each term, therefore, a seminar can still be considered as "in progress". All seminars are listed on the transcript with an indication of completion by conversion to a letter grade. [See attachment pages A34-A36 for charts depicting conversion for GPA for scholarship applications and eligibility.]

In **core subjects**, seminars still in progress are listed on the transcript with a designation of **IP** (In Progress) or **NP** (No Progress). *In progress (IP)* for core subjects is defined as the learner having an overall score less than 3.0 or the learner has not yet completed all measurement topics but is still attempting to do so. *No Progress (NP)* is defined as the learner having an overall score below 3.0 and the learner has not completed all measurement topics and is not attempting to do so.

In **non-core subjects**, seminars still in progress are listed on the transcript with a designation of **IP** (In Progress) or **NP** (No Progress). *In progress* for non-core is defined as the learner having an overall score less than 2.5, or the learner has not yet completed all measurement topics but is still attempting to do so. *No Progress (NP)* for non-core subjects is defined as the learner having an overall score below 2.5 and the learner has not completed all measurement topics and is not attempting to do so. [See attachment page A36 for conversion chart.]

The grading system at WHS is a four-level scoring system. This scoring system is used in reference to demonstration of proficiency on the learning goals (standards) within each measurement topic.

- 4 Indicates in addition to meeting the required learning goals (standards) in the topic, the student is able to make in-depth inferences and applications that go beyond what was taught
- 3 Indicates student has proven proficiency in all of the required learning goals (standards) in the topic
- 2 Indicates no major errors or omissions regarding the simpler details and processes required for that topic, but proficiency on the major learning goals (standards) in the topic has not been reached.
- 1 Indicates the learner must have help with all aspects of the learning goal

Scores can also fall in between levels listed above and would be shown as 1.5, 2.5 and 3.5.

GPA: Only for purposes of: Scholarships, NCAA/AAA eligibility, and for students transitioning out of WHS, a conversion scale will be used to convert the score for each course/seminar to a letter grade which then can be entered in the state's digital system in the traditional manner for GPA. [This conversion scale as well as the **GPA Conversion Scale for AP & College Courses** can be found in the attachments pg A34-A36.].

D. Professional Development

WHS will continue to provide job-embedded professional development to all staff members. Just as the learning path for learners will be based upon their needs, our vision for PD is to customize the PD learning opportunities for teachers. That vision has already begun to be put into place by surveying the teachers to determine their level of knowledge and expertise, level of implementation, the need for additional professional development, and support on the various components of SBE. District staff who are considered "experts" in the various components will facilitate PD as well consultants previously used and staff from the Co-op and APSRC.

E. Learner-Centered

Standards-based classrooms are built on several foundational components that create the culture of a learner-centered environment. These components drive learner ownership, create a community of learners, and provide the necessary tools for the teachers to become a facilitator of learning and learners to be the navigators of their own learning.

Shared Vision & Code of Conduct: Learners will be involved in the process of creating the vision & code of conduct. Learners will hold themselves and peers accountable to the code of conduct and monitor and provide feedback on their progress.

Learner-Centered Instruction: Learners will have voice and choice in how they demonstrate their learning. . Learners will be engaged in attaining their learning goals in whole groups, collaborative small groups, pairs, or individual. TESS as the framework for the instructional model along with Marzano's Art & Science of Teaching.

F. Interventions

The standards-based system is ideal for a struggling learner, the average learner, or the learner who is excelling. Learning is continuously monitored through various formative assessments, allowing for quick adjustments. WHS will continue to provide RTI (Response to Intervention) for learners who need support in their learning. [See chart on page A37 of the attachments.]

G. Technology

Information literacy and technology are inherent components of and for learner learning.

"The current and future health of America's 21st Century Economy depends directly on how broadly and deeply Americans reach a new level of literacy. 21st Century Literacy includes strong academic skills, thinking, reasoning, teamwork skills and proficiency in using technology." (21st Century Workforce). WHS will continue to integrate technology in the curriculum as an instructional tool and for learners' use as a tool to learn and to produce learning evidence

6. Explain why a charter school is necessary to better meet student academic needs instead of a traditional district school.

Applicant Response:

Traditionally, learners spend nine months at a certain grade and at high school for most courses, the learners spend a semester or two semesters per course, and the amount of learning varies from learner to learner. Most of them move on at the end of the year, some with barely passing grades. Learners move on regardless whether or not they have mastered all the skills for the previous level/course, thus creating an achievement gap. Others may spend time "waiting on the teacher" because they already have the knowledge and skill sets for which the teacher is spending instructional time. In a standards-based model, learners advance as they prove they have met learning goals within a level. They may need more time in some areas but can advance more quickly in others. If a child leaves school at the end of May still needing to master skills within a course, he or she will be given the gift of time upon returning to school in August to show evidence of learning for all learning goals within the course. Learners who show evidence of proficiency for all learning goals with a course/seminar prior to the end of the semester/year, will have the option of going deeper on some learning goals (working at level 4), spending more time on learning goals for another seminar/course, or move on to another seminar/course. Learners must demonstrate what they understand and are able to do by engaging in a series of evidence based formative assignments, assessments, or other evidence of learning. Those who need more time to reach the 3 will have that time. This will be accomplished through small group and individual reteaching/practice, blended learning situation with technology, RTI as needed, and additional time provided in the schedule.

An analogy to illustrate our vision is this: A child playing a video game must master one level before he is allowed to move to the next level. The learner is highly motivated to succeed and in charge of his own progress, repeating a level until he is able to move to the next.

So in the classroom, **for example**, when a learner masters all learning goals within a measurement topic in Algebra I, he moves to the next measurement topic in Algebra I. When he has demonstrated evidence of proficiency for all Measurement Topics in Algebra I, he may move on to Geometry, go deeper into some Algebra goals, or spend some extra time on some Biology measurement topics in which he is behind pace. When the learning facilitator determines, by preponderance of evidence, that the learner is demonstrating proficiency of a measurement topic, the learner will take a summative assessment to validate the evidence collected.

Once the learner demonstrates proficiency in all measurement topics within a course/seminar the teacher will make recommendation for the SIT (Student Intervention Team) to review the body of evidence and validate the learner's completion of that course/seminar. The student will be involved in the decision making of next steps as in whether to go deeper on some of the measurement topics, devote more time to another course/seminar, or begin another seminar. This could possibly be accommodated within the same classroom, or if determined in the learner's best interest, a different classroom. Time and space become secondary when learning is at the forefront.

Our vision also includes the opportunity for a learner to provide evidence of proficiency *across courses*. For example, the learner in Power Equipment Technology, who has built a go-cart might show evidence of a learning goal on angles to his geometry teacher, evidence of a writing goal from his paper on the project to both his PET and ELA teacher, and use a video of his speech about the project to his drama teacher. With empowering learners and learning facilitators to see the curriculum AND LIFE connections, this will become reality.

This design will allow Warren High School to be able to better meet learner academic needs than a traditional district school.

7. Explain how the charter school will have more autonomy than traditional schools in the district. Discuss each of the following:
- A) Employing personnel;
 - B) Developing and controlling the charter school budget;
 - C) Managing day-to-day charter school operations;
 - D) Developing and controlling the school calendar; and
 - E) Other areas of autonomy to be afforded to the charter.

Applicant Response:

A) Employing Personnel:

With approval for the charter for Warren High School, *all of the schools within our district will be district conversion charter schools*. Our process for employing personnel includes a rubric to screen applications, a rubric for the interview with a set of interview questions defined for each position, and including 2 parts, oral interview and written interview which can include tasks. We go to these lengths in order to determine the best fit for the position. We also have an extensive process for posting positions because in our area, we do not have an abundance of applications.

B) Developing and Controlling the Charter School Budget

The Building Leadership Team at each of our district conversion charter schools determine academic and social/emotional priorities and there is opportunity for learner voice with YO-YO (Your Opinion - You Own it). With state categorical funding, the district office does not begin by giving each school a certain amount of funding. Instead, the schools determine priorities based on data including academic data, YO-YO data, etc. and then builds the budget requests in order of priority. Quarterly ACSIP reviews, including a review of the budget, are scheduled as a means of staying on track with goals and with the budget.

C) Managing Day-to-Day Charter School Operations

A key component of SBE is building leaders at every level, and while the principal is the "lead learner" at the building, a building leadership team has been established and meets frequently to review the school's priorities and alignment with our district's Strategic Design. Principals make it a priority to be in classrooms and each administrator in the district is a facilitator for TESS training which we do in a face-to-face setting because we see value in the conversation that occurs after watching the teacher videos. PLCs have been established with rotating leadership roles. While there are "management" activities that must occur at the building level, the expectation for prioritizing time for monitoring to ensure learner engagement and growth is communicated through-out all of our district-conversion charter schools. [See attachment page A38 for a visual of the SBE system as foundational with 4 domains of TESS as pillars of the system.]

D) Developing and controlling the school calendar

Learning Facilitators from each of our district-conversion charter schools build the school calendar which meets state mandates, however, our learning calendar extends beyond the school day and beyond the school walls because each learner knows their learning path and can work on their learning goals at any time.

E) Other Areas of Autonomy to be Afforded to the Charter

A vision for WHS charter is to allow for learner flexibility in their daily schedule, allowing the learner to be able to extend the time in a classroom or move from one content area to another based upon their need (i.e. extending time in a content area in which the learner is behind pace).

8. Describe the school improvement plan by addressing the following:
- A) Explain how the licensed employees and parents of the students to be enrolled in the charter school will be involved in developing and implementing the school improvement plan, identifying performance criteria, and evaluating the effectiveness of the improvement plan.

Applicant Response:

We will continue the school improvement development and evaluation process that is currently in place. Each year, in late spring, the school improvement plan, including Title I programming for the buildings that are classified as Title I are evaluated. Parents and patrons along with the building leadership teams are involved in this meeting which serves as an evaluation of the current year programming and needs assessment for the following year's programming. We have developed a tool to use in reviewing the school improvement plan. The parent involvement plan is evaluated in a separate session in which a diverse group of parents from each building and the building leadership team review the current year's parent involvement activities and make any changes or additions in the plan for the following year. This meeting is held in mid-May each year. Early each fall semester, a meeting is held at each campus in which data is reviewed along with suggested programs, activities and strategies to address any deficiencies. Parents are given an opportunity in this meeting for input. The school improvement plan is then reviewed in late fall and in early spring through an established process of reviewing each intervention's actions and noting the extent to which the actions have been implemented, the extent of success and what evidence is there to support success or lack thereof, and next steps listed.

Performance criteria are established for each standard in our curriculum scale work that has been done and has been previously described in this application. The scale work is posted in Educate and is totally transparent to parents, students, and teachers. This curriculum proficiency scale work is a living document and as evidenced with our previous work at Eastside and Brunson New Vision Charter Schools and Warren Middle School, is revisited and tweaked as it is used. We regularly talk with parents and survey them for feedback. This will continue at WHS.

- B) Describe a plan for school improvement that addresses how the charter school will improve student learning and meet the state education goals.

Applicant Response:

GUARANTEED AND VIABLE CURRICULUM:

The first step in planning for school improvement that addresses improving student learning and meeting state education goals is to provide a guaranteed and viable curriculum. A team from WHS has been involved in unpacking the standards and formatting them into a curriculum proficiency scoring scale format. We define guaranteed curriculum to mean **all of the following are the same thing:**

- **INTENDED curriculum**- the content specified by the state, district, or school to be addressed in a particular course or at a particular grade level/level of learning.
- **IMPLEMENTED curriculum**- the content actually delivered by the teacher.
- **ATTAINED curriculum**- the content actually learned by the students.

STANDARDS BASED STRUCTURE:

CURRICULUM: unpacking the standards; curriculum in scoring scale format

ASSESSMENT: designing assessment items for levels 4, 3, and 2 in the scoring scale

GRADING: giving feedback to students using a formative approach; no zeros; attain a "3" or try again
(See Standard 5 **Recording and Reporting learner progress** for additional information on grading)

INSTRUCTION: having a common language and consistent practice of best practice; designing units of study with the rigor as intended by the standards.

CONTINUOUS IMPROVEMENT:

We will continue to get better at getting better; developing leaders at all levels and *building capacity at all levels* through personalizing learning opportunities for students and staff. A part of this continuous improvement is

continuing to work with nationally recognized consultants, networking with schools across the nation who are building customized, standards-based learning environments, attending Customized Learning Summit each summer, and participating in professional learning communities across the district with the purpose of sharing best practice, collaborating on units of study, viewing and scoring student work, using student data to group and regroup students as they move through their learning paths. etc.

LEVERAGING TECHNOLOGY:

Technology will be utilized for instruction, remediation, and enrichment learning opportunities for students in an integrated manner. Technology is also key in assessing students using an adaptive assessment system which has a bridge to a web-based instructional program so that students are assigned lessons at the appropriate level of difficulty and in areas of need. An electronic platform accessible to all stakeholders and to include:

- * monitoring of learning progress by teachers and students
- * monitoring progress and supporting student learning by parents
- * designing instruction based on individual student needs
- * navigating the learning pathway by students

Prior to technology, customizing student learning was a dream; but by leveraging technology, it is becoming a viable reality.

ESTABLISHING A CULTURE OF COMMITMENT AND MORAL PURPOSE:

By having a wide variety of stakeholders create our **district-wide strategic design**, we set the stage for this type of learning system to be a part of our fabric; a sustainable, viable approach to teaching and learning that can and will thrive even when the current administration is no longer in place. For this to be taken to scale district-wide, we are taking steps to make sure all are "all knowing" and understand the rationale behind this systems work. Warren High School will revisit the mission statement this fall as a part of this effort, and will also develop a school wide shared vision which will be in alignment with the district vision statements in the strategic design. Each classroom will develop a Code of Conduct and Shared Vision and will put into place Standard Operating Procedures (SOPs) as preliminary steps to full implementation of a standards-based system.

9. Describe the process that will be used to ensure curriculum alignment with the Arkansas Curriculum Frameworks and the curriculum requirements of the Common Core State Standards as adopted by the State Board of Education.

Applicant Response:

To begin this work, teams from Eastside and Brunson New Vision Charter beginning in January 2012 worked under the guidance of national consultants, Bea McGarvey and Dr. Gina Chambers. WMS teams joined the process January 2013, and WHS staff, being proactive, began their scale work during the 13/14 school year and have moved to writing some assessments currently. Our goal as a district is to define, in a language all can understand, the expectations for each learning level with Common Core State Standards as the foundation for literacy and math, and currently, Arkansas Frameworks as the foundation for other subjects until CCSS/Next Generation for those subjects are available. Additionally, the work is important because we are implementing based upon the research of what works in schools, and to become truly standards-based, the work is a necessity.

This work is about:

WHAT is the essential knowledge/skills? WHAT is the scope or progression of the knowledge/skills?
WHAT are the proficiency levels for that knowledge/skill? WHAT are the various ways students could demonstrate the knowledge/skill?

This work is not about:

WHO is going to teach it? WHEN is it going to be taught?
WHERE is it going to be taught? HOW is it going to be taught?

According to Marzano's Research Laboratory, setting specific goals for student achievement and then tracking progress regarding those goals are two of the most powerful actions a teacher, school, or district can take. This curriculum, instruction, and assessment design will allow for this to happen.

STANDARDS BASED STRUCTURE:

CURRICULUM: unpacking the standards; curriculum in scoring scale format

ASSESSMENT: designing assessment items for levels 4, 3, and 2 in the scoring scale

GRADING: giving feedback to students using a formative approach, no zeros; attain a "3" or try again

INSTRUCTION: having a common language and consistent practice of best practice; designing units of study with the rigor as intended by the standards

For K-8, we have proficiency scales written for all core subjects and are almost complete with scales for classes beyond the core. WHS has written scales for each course/seminar and those are being vetted by one of our consultants. WHS is currently working on sample assessment items for each learning goal. For each measurement topic, scales were written. The scale is written with performance levels one through four with level 3 being the proficiency target (the standard itself)

4 (Advanced) Applying beyond level 3; beyond what's been taught

3 (Proficient) *Complex Targeted Knowledge*

Declarative Knowledge: concepts, principles

Procedural Knowledge: skills & processes

2 (Developing) *Simpler Foundational Knowledge*

1 (Emerging) With Help, has some foundational knowledge

EDUCATE & NETWORKING:

We are currently networking with Lindsay, CA, a standards-based/performance mastery district who is a recent Race-to-the-Top winner and with Scott Bacon, of Educate/Empower, to write measurement topic assessments, and to locate free source technology resources aligned with common core for instruction as well as those for practice for each standard within a measurement topic to load into Educate for use by students. We attend and present at the annual MCL (Mass Customized Learning) Summit each summer, and have presented at other state and national conferences including a Marzano conference. Our administrators and learning facilitators frequently network with educators we have met through these opportunities. We have also provided professional development on The Art and Science of Teaching by Marzano with plans to revisit this work in district provided PD sessions and/or PLCs.

10. Describe the manner in which the school will make provisions for the following student services, even in those areas for which a waiver is requested:

A) Guidance program;

Applicant Response:

WHS counselor in collaboration with SEACBEC counselor, SEACBEC Assistant to the Counselor/Recruiter, and Career Coach, will address academic development, career development, and personal/social development of students in providing developmental, preventative, remedial and responsive services, responding to student. The major function of WHS counselor's job is the guiding mission that every public school student will graduate from high school globally competitive for work and postsecondary education and prepared for life.

WHS Counselor responsibilities include:

- Use data to develop comprehensive programs that meet student needs.
- Provide leadership and collaborate with other educators in the school-wide implementation of Standards Based Education System
- Implement developmentally appropriate and prevention oriented group activities to meet student needs and school goals.
- Assist all students, individually or in groups, with developing academic, career and personal/social skills, goals, and plans.
- Accurately and appropriately interpret and utilize student data.
- Collaborate with parents/guardians and educators to assist students with educational, career, and life planning.
- Provide individual and group counseling to students with identified concerns and needs.
- Consult and collaborate effectively with parents/guardians, teachers, administrators, and other educational/community resources regarding students with identified concerns and needs.
- Implement an effective referral and follow-up process as needed.
- Assist teachers, parents/guardians, and other stakeholders in interpreting and understanding student data.

The Career Coach program is designed to significantly increase the number of underrepresented students who enter post-secondary education, exposing students to apprenticeships/internship opportunities and exposure to all forms of post-secondary career training and certification opportunities. This includes aiding students with college entrance exam preparation and testing, along with financial aid assistance. The Career Coach Program specifically targets grades 8-12 who are most in need of college and career planning services, but services are available to all. The Career Coach, in collaboration with WHS Counselor and SEACBEC Counselor and staff, along with the assistance of the school administration and faculty, identify students for services and encourage them to aspire to a career that will afford economic self-sufficiency.

B) Health services;

Applicant Response:

The School District's full time registered nurse will be available to provide needed health services for all students. The district has 2 nurses on staff to provide health services. One is assigned full-time to Eastside New Vision Charter School, and the other provides services for 3 campuses including WHS.

C) Media center;

Applicant Response:

The purpose of the school's library media center is to ensure that all members of the school community have equitable access to books and reading, to information, and to information technology. The goal of our library media center is to develop lifelong learners who are effective users of ideas and information. To accomplish this the media center staff will provide access to learning resources in a variety of formats, styles, and genres. The media specialist will provide instruction in research skills and information technology as required currently by the Arkansas Curriculum Frameworks for media and CCSS for literacy. The media staff will encourage students to build college and career readiness by:

- Providing access to learning resources in a variety of formats,
- Teaching skills necessary to locate, evaluate, and use these resources,
- Teaching students their roles and responsibilities in a digital society,
- Collaborating with other educators to design learning strategies that support the state curriculum and CCSS.
- Utilizing 30 imac computers, 1 Chromebook mobile cart, 3 ipad mobile carts, 5 individual ipads for student checkout, and a wide variety of text complexities and lexile leveled reading materials

D) Special education;

Applicant Response:

Warren High School anticipates a Special Education program operating with two classrooms as well as a Life-skills classroom for students with severe disabilities should that setting be determined to meet the needs of any student. Two classes will operate as resource rooms where the teacher will work with students in small groups and one-on-one in meeting the requirements of the IEP with the vision of moving toward a co-teaching situation with the resource teacher providing push-ins to provide general support in the regular classroom. The Life-skills class will operate as a self-contained classroom with a ratio of one teacher and one paraprofessional to ten students. All aspects of IDEA will apply.

Continuum of Special Education Services:

1. Support Prior to Student Intervention Team or Special Education Referral:

- Targeted instruction in the regular classroom (i.e. individual, small group, whole group, digital, classroom teacher, Literacy/Math Lab pull out or push-in)
- Consultation with Specialized Staff: special education, speech, ELL, OT, PT, Nurse, Instructional Facilitator, administrators
- Consultation/Collaboration with Parents (AIP/IRI, behavior plan, etc.)

2. Student Intervention Team (SIT) Convened

- The SIT is comprised of admins, classroom teacher, counselor, nurse, resource teacher, ELL teacher, instructional facilitator, etc. and as needed. Parent input is also requested.
- Data is reviewed
- Remediation plan established (behavior and/or academic).
- The plan is put into place and if acceptable progress is not made in 6-9 weeks, a special education referral is made.

3. Special Education Referral & Due Process as required by state and federal law

4. Special Education Services Options:

- * Pull out in resource room setting or related services setting (ie speech, OT, PT etc.)
- * Push in by resource teacher
- * Combination of both
- * Indirect Services
- * Self-Contained Services
- * Homebound services (based on student need and committee decision)

E) Transportation;

Applicant Response:

Warren School District will provide transportation services to all students who reside in the attendance area of the district and will comply with all transportation regulations.

F) Alternative education, including Alternative Learning Environments;

Applicant Response:

WHS students have the opportunity to enroll in courses at our district's technical school- Southeast Arkansas Community Based Education Center (SEACBEC) which is connected to WHS by a covered sidewalk and shares

WHS's LEA number. This gives many options for students to become completers in several areas. The Medical Program and Welding Program currently have concurrent credit options available and we are articulating courses with UAM McGehee and UAM Crossett and discussing other possible concurrent credit opportunities. SEACBEC, while not an "Alternative Learning Environment", certainly gives our learners alternate opportunities to specialize in various career focus areas.

WHS has an **Alternative Learning Environment Program** which is housed at Warren High School. The ALE program is a non-punitive program. ALE placement criteria include data on attendance, interpersonal skills, personal or family problems, transition to/from residential programs, serious discipline issues, pregnancy or single parenthood. When a student is recommended for placement in ALE, a conference is scheduled with a committee to review data and prior plans. If ALE is determined to be the best placement for the child, a plan is developed to meet the student's academic, social, and emotional needs. Students work toward success on their individual learning plan (ILP). When the student is deemed ready to return to the regular classroom setting, a conference will be scheduled again and a transition/exit plan will be written. **Another alternate learning environment** that is shorter term is the in-school suspension program which is also located on the WHS campus. The focus of that program is to instruct students in making better behavior choices while continuing their learning. The short term assignment can be made as a punitive means and is preferable when policy allows out of school suspension because the student's learning continues and is monitored. Our vision is to redefine "Alternative Learning" to include options like a virtual classroom/digital lab in which students may choose to select from a wide selection of courses meeting their needs as determined by the career pathway they have chosen.

G) English Language Learner (ELL) instruction

Applicant Response:

Learners are selected for assessment for ELL based upon a home language survey that is part of the enrollment packet. Qualifying students based upon the LPAC assessment receive services from a highly qualified ELL instructor in a pull-out setting. The ELL coordinator provides professional development and assistance to learning facilitators on strategies designed to meet the needs of ELL learners in the regular classroom. These strategies are also beneficial for any struggling learner.

H) Gifted and Talented Program.

Applicant Response:

The Gifted and Talented Coordinator will be responsible for coordinating the WSD GT Program and consulting the gifted specialist available at the Southeast Arkansas Educational Cooperative and the Arkansas Department of Education Office of Gifted and Talented and Advanced Placement.

We are requesting a waiver which will allow PreAP designation at the end of a seminar (course) for which PreAP credit is an option. All learners working beyond the target of "3" for 80% of the seminar, will receive PreAP credit for the seminar. This will expose all learners to the level of rigor required to go beyond the target learning, and the expectation is that many more will work toward that level when they get the opportunity to do so. We will ensure that all learning facilitators involved hold PreAP certification and will ensure that units of study include opportunities for students to extend their learning beyond the target of level "3" learning.

WHS will continue to offer AP and concurrent credit courses with plans to broaden the offerings through digital as well as on-site options.

All components of the gifted and talented program and the effectiveness of educational opportunities provided for gifted and talented students are evaluated annually. Warren High School proposes to craft an evaluation instrument that truly provides accurate, timely, and relevant information to be used in creating goals for program improvements.

11. Describe the plan for the school officials to provide an annual report to parents, the community, and the authorizer, **separate from the district's annual report to the public**, that demonstrates the progress made by the charter school during any previous academic year in meeting its academic performance objectives. (*See Arkansas Code Annotated 6-23-202.*)

Applicant Response:

As described previously in this application, the district has a process in place in late spring to complete an evaluation of the current year's programs, activities, and strategies as implemented and detailed in the ACSIP and at the same time, allowing for input from parents and other stake holders in assessing needs for the next year's program. Early in the fall, at each campus, a meeting is held in which parents and other stake holders are invited in which the needs assessment results are shared along with tentative plans for programs, activities, and strategies for each intervention in ACSIP to be reviewed, and again, stake holder input is requested. Data from the assessment instruments listed with the goals will be shared during these processes in determining if goals have been met as well as posted to the school website.

12. Describe the enrollment criteria and student admission, recruitment and selection processes for the proposed public charter school.

Applicant Response:

As the only school in the district providing instruction to 9th-12th grade age students, Warren High School is required to educate every eligible child who seeks admission, including children who enroll by means of school choice or legal transfer. With an enrollment cap of 600, it is unlikely, based upon historic enrollment figures and community growth figures, that we will exceed the enrollment cap. Should it appear we might exceed the enrollment cap, we would petition the state board to increase the enrollment cap due to our legal responsibility to enroll all eligible students. If our petition is turned down, we will use the Random Number Generator computerized lottery method (<http://stattrek.com/Tables/Random.aspx>) to determine a simple random sampling. Priority will be given to siblings. We will continue to accept students by school choice and legal transfer in accordance with the statutory provisions which govern those areas. We will continue to recruit by placing ads in the newspapers and online news sites in the surrounding areas.

It is affirmed that a random, anonymous student selection method will be utilized in the event that more students apply for admission to the public charter school than can be accommodated under the terms of the charter.

☒ Yes

☐ No

13. Name any district personnel, 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:

Marilyn Johnson, *Superintendent*

Carla Wardlaw, *Asst. Superintendent*

Gary Jackson, *WHS Principal*

Bryan Cornish, *WHS Asst. Principal*

Jonalyn Reep, *SEACBEC Director*

Glenetta Burks, *WMS- District Conversion Charter Principal*

Tommy Arnold, *WMS- District Conversion Charter Asst. Principal*

Regina Scroggins, *Brunson New Vision Charter Principal*

Sara Weaver, *Eastside New Vision Charter Principal*

Kathy Cornish, *Eastside New Vision Charter Asst. Principal/District Coordinator for NWEA, Educate, and District SBE Focus Team*

Rhonda Daniel, *District LEA Supervisor*

Rhonda Williams, *District GT Coordinator*

Vickie Newton, *District Technology Coordinator*

Matt Valentine, *District Transportation Director*

Amanda West, *District Child Nutrition Director*

All of these individuals (except the District GT Coordinator who also teaches), make up the District A Team (Administrative Team). The A Team has a collaborative meeting each month. [See attachment page A39 for a sample A Team agenda.]

14. Summarize the job descriptions of the school administrator(s) 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:

Administrators Responsibilities: (3 Administrators- WHS Principal & Assistant Principal +1 Director-and 1 Dean at SEACBEC (South East Arkansas Community Based Education Center- connected to WHS by a sidewalk and shares WHS LEA Number; provides services for WHS learners and learners from 3 surrounding districts)

- Act as chief executive operating officer of the school and carry out the School and District missions
- Select, recommend for hire, and terminate faculty and staff
- Assist teachers in developing the professional growth plans; approve the plans
- Plan for professional development to meet the needs of adult learners in order to have the greatest impact on student learners
- Carry out the annual performance-based evaluation as required in the Teacher Excellence Support System (TESS)
- Monitor the status of resources in order to fulfill the School and District's missions
- Prepare an annual budget
- Ensure building maintenance and safety
- Oversee the implementation of the curriculum and monitor student academic achievement regularly

Qualifications: A proven leader who has: strong, effective instructional leadership skills, including proven knowledge of curriculum, instruction, and assessment; strong organizational, fiscal management and technological skills; excellent written and oral communication skills with ability to listen to and address staff concerns; honesty, integrity and strength of character that supports an atmosphere of expected excellence; respect for diversity with the ability to make unifying decisions and to foster an atmosphere of trust; appropriate Arkansas licensure required; experience as principal preferred

Salary Ranges: Principal - \$61,769-\$83,931; Asst. Principal - \$54,357-\$73,860; SEACBEC Director - \$60,197-\$81,795

Learning Facilitator (Teacher) Responsibilities: 26.5 classroom teachers at WHS and 12 at SEACBEC)

- Conduct classroom instruction utilizing best practices while maintaining an atmosphere conducive to learning
- Work collaboratively with colleagues to plan and coordinate student learning
- Utilize data to plan learning to address different levels and kinds of learners
- Communicate with parents on student progress and student need
- Develop professional growth plans aligned with needs
- Collect artifacts to demonstrate growth on PGP areas in alignment with Domains and Components of TESS
- Stay current with best practices through professional development, professional organizations, and professional literature
- Facilitate learning goals, assess, monitor and adjust for each student
- Meet regularly with grade level teachers, vertical teams, and content PLCs when applicable.
- Selected veteran teachers serve as mentors for novice teachers.
- Foster student voice and ownership of learning

Qualifications: Energetic, positive, goal-oriented, educators who have: passion for teaching and learning, ability to inspire students and instruct, and commitment to excellence. The school will make every effort to recruit highly qualified and certified teachers in all content areas. The School District will be empowered to hire the best teachers regardless of licensure status.

Salary Ranges: \$31,010-\$44,923

Counselor Responsibilities: (1.0 WHS counselor; .80 WHS Career Coach; 1.0 counselor at SEACBEC 1.0 Assistant to the Counselor/Recruiter at SEACBEC)

- Individual and group counseling and guidance lessons
- Developing positive concept while improving understanding of self and others

- Developing more effective communication skills, improving problem-solving and decision-making skills
- Expanding social skills including cooperation, sharing, and responding appropriately to conflict
- Handling divorce, death, or birth of a new sibling
- Testing coordinator, disseminate data and serve as Parental Involvement Coordinator
- Assisting with scheduling

Qualifications: Current Arkansas license with counseling endorsement

Salary Range: \$31,010-\$44,923

Instructional Facilitators Responsibilities: (.67 FTE)

- Supporting staff through coaching, modeling, and feedback from observations
- Coordinating peer observations with reflection
- Data analysis and assist in assessment administration
- Assist with creating assessments in Educate
- Assist with creating/revising the scale work
- Facilitating team meetings, providing interventions, assisting with professional development plan, planning and locating resources
- Support to long term substitutes on lesson plans
- Assist with parent/community involvement/communication by collaborating with district parental involvement coordinator

Qualifications: Energetic, positive, goal-oriented educators who have appropriate Arkansas licensure, a passion for teaching and learning, ability to inspire and instruct, commitment to excellence.

Salary Range: \$31,010-\$44,923

WHS Staffing Plan:

2 admins 3 clerical asst. 2 instructional facilitators (.58 FTE) 1 counselor (1 FTE) 2 counseling clerical assistants; teachers - 26.5

Career Counselor/Coach (1.0)

1 media specialist 1.0 Media Aide 1.0 SpEd teachers 3.0

SpEd aide 1.0 teachers 1 Licensed Tech 1

G/T Coordinator .25 .25 school social worker 1 ELL teacher (.25)

1 ALE teacher .75 1 School Nurse (.23) Custodians 3.0

Classified Support (1)

Cafeteria Manager .60 Cafeteria Workers 3.0 PE .625

Music/Band 1.25 FTE Vocational 2.625 Art 1.0

SEACBEC Staffing Plan:

1 Director; 4 clerical; 1 Dean of Students; 1 counselor; 1 assistant to the counselor/recruiter; 2.0 custodians; 6 teachers with standard licenses and 5 teachers licensed by technical permits

15. It is affirmed that the public charter school will participate in the Arkansas Public School Computer Network, as required by state statute and by State Board of Education rule, for reporting **both education data and financial data**, including grant funds or private donations received directly by the charter school.

☒ Yes

☐ No

Please note: Waiver requested on this component.

16. Describe the facilities to be used. Give the present use of the facility and its use for the past three years.

Applicant Response:

Warren High School Charter will be located at the current site of the school which is located at 803 N Walnut Street. The school site includes 30 classrooms including band, music, ALE, SpEd & LifeSkills, , and media center along with an indoor gym and 2 additional portable classrooms. Media center contains 30 computer stations, cafeteria, suites of offices for the counselor, student affairs, and administration, a

small indoor PE gym and has 3 small buildings to the north which houses the in-school suspension and JROTC classes. The HVAC system was replaced this summer along with ceilings and roof with additional insulation being added to the roof. New technology wiring and switches were added. Hallways were painted, and exit doors are in the process of being replaced. Although the building was constructed in the 70's, it has been well-maintained and with the upgrades this summer, it's a nice facility. An additional facilities project has been approved to completely rework the electrical in the future. Connected to WHS by a sidewalk is South East Arkansas Community Based Education Center (SEACBEC) which shares WHS LEA # and serves students from WHS and surrounding districts for technical education opportunities. SEACBEC has 31 classrooms including labs for welding, construction, power equipment technology, and med pro as well as 3 computer labs for business courses and computer diagnostics courses. As a sound plan for continued operation, maintenance, and repair of the facility, the school will continue to use School Dude as recommended by the Arkansas Department of Education Facilities and Transportation Division. We will continue providing clean, safe facilities and safe, efficient transportation. The District understands there will be facilities costs and plans to fund these costs out of its operating budget.

The facility will comply with all requirements for accessibility in accordance with the Americans with Disabilities Act (ADA) and Individuals with Disabilities Education Act (IDEA) and all other state and federal laws and local zoning ordinances.

☒ Yes

☐ No

If the facility does not currently meet these requirements, provide a list of items that will need to be addressed to bring the facility into compliance. Also include a statement of permissible uses for the facility from the local zoning authority, and whether there are any alcohol sales within 1,000 feet of the facility.

Applicant Response:

WHS complies with all the accessibility regulations in accordance with the ADA and IDEA.

There are no alcohol sales within 1,000 feet of the facility. The location is not subject to any local zoning authority.

17. 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:

Breakfast and lunch will be served at WHS. All students may make application for free or reduced meals. WHS will comply with Food Services regulations through the approved child nutrition program. We have made application for additional food services programming at some of our other campuses such as Breakfast in the Classroom and Fresh Fruit and Vegetable Program and we will likely apply for this type of food service programming at WHS as we are eligible to apply.

18. 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:

While we invite and encourage parents to be involved during the school day and in the school building, we believe that a parent can be very involved in their child's education and not walk through our doors and it is our responsibility to educate parents and guardians on opportunities to do so. Because the learning path and their learner's progress will be transparent on the Educate System, a parent has the ability to monitor and support the learner and our learning facilitators have a period each day in which they are available for conferences, phone calls and/or to respond to digital communication.

Parents will continue to be invited and encouraged to attend orientation sessions in order to learn about programming to be able to guide their child in making course selections.

Parents and community members will be involved in developing, implementing, and evaluating the school improvement plan through several opportunities Closing the Achievement Gap (CtAG) meetings, ACSIP Peer Review and Evaluation sessions, parent/teacher/student conferences to review progress through goal sheets and on Educate, and handbook committee.

To keep parents and guardians notified of school events and student progress, the following will be among those used: School and District web-site which includes a google calendar in which all pertinent school events, deadlines and notices are posted, goal/progression sheets, progress reports, Blackboard Connect parental notification system, "District Data" Newsletter, as well as, teacher availability during planning times to meet with parents as needed.

Opportunities for parents, guardians and community members to be involved include: Parent Involvement Evaluation/Planning, Volunteer recruitment during orientation, parents encouraged to attend orientation, FAFSA Nights, Internship Opportunities in Community.

The district parent center is open to parents and students daily with evening hours available as well as day time hours, and provides free of charge materials students may need for completion of projects and computers, printers, etc for research, study, projects, papers, etc.

Community members and parents will be invited to be involved in performance-based learning activities. Their engagement may be manifested in presentation evaluation, as a source for real-world projects and to help students make connections to real-world application of knowledge and the importance of learning.

19. List the provisions of Title 6 of the Arkansas Code Annotated (Education Code), State Board of Education rules, and sections of 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 section number if applicable. **Provide a brief description of the rationale for each waiver requested.**

Applicant Response:

1. Section 10.02 ("Teaching Load") of the ADE Rules Governing the Standards for Accreditation (Standards Rules) and specifically Subsection 10.02.5:

In order to fully implement our unique curricular offerings, Warren High School requests a waiver of the Teaching Load requirements. WHS believes that the unique curriculum delivery system that it will be utilizing is truly an example of the "exceptional case" worthy of a waiver under Subsection 10.02.5 of the Standards Rules. A waiver is being specifically requested for our teachers to be able to instruct no more than 180 students, only on as needed basis.

2. Section 10.02.5. Standards Rules, concerning class size:

Warren High School requests a waiver of the class size standards so in the event that in placing students in the appropriate learning level, the number exceeds the current allowable student-teacher ratio; homeroom classes will continue to meet class size requirements. While our interest is to keep class sizes as small as possible, should the need arise, the individual class size will not exceed thirty-five (35) students to accommodate movement of students. WHS believes that the unique curriculum delivery system that it will be utilizing is truly an example of the "exceptional case" worthy of a waiver under Section 10.02.5 of the Standards Rules.

3. Ark. Code Ann. §6-15-902 and the ADE Rules Governing the Uniform Grading Scale:

To the extent that a waiver is necessary from the above statute and Rules, Warren High School requests this waiver due to its planned use of rubric and checklist scoring. The method of rubric and checklist scoring to be utilized by Warren High School will be more rigorous than the standard Uniform Grading Scale. Students will be required to present evidence of work at scale score of 3 (learning target/standard) on a scale of one (1) through four (4). There will be a conversion chart used so that WHS can put a letter grade on a student's transcript. WHS will still use the State's electronic transcript.

4. Ark. Code Ann. §6-11-128 and the ADE Rules Governing the Processes to Ensure the Quality, Security, Validation and Timeliness of Public School Data in the Arkansas Public School Network.

The applicant requests a waiver of the above referenced statute and rules, if necessary, and/or technical assistance from the Department of Education for the following purposes:

- a.) We will manually input the converted letter grade into the system for transcripts if we have to, but we would like to request the Department of Education's technical assistance to assure a bridge from our electronic grading system (Educate) to APSCN/eSchool.
- b.) Grades will be put on the transcript at the completion of the course (we refer to courses as seminars), not at semester.
- c.) The last day of a traditional semester, we will use the conversion chart (attached to this application) to determine eligibility status for extracurricular activities. We will follow the same process in May-so we are abiding by Arkansas Activities Association rules.

5. Ark. Code Ann. §6-15-401 et seq. and the ADE Rules Governing the Arkansas Comprehensive Testing, Assessment and Accountability Programs and the Academic Distress Program.

Because our learners will complete seminars at various points in time, we need a waiver to allow for testing (PARCC Performance Based Assessment (PBA)) in the testing window after the learner has completed 75% of the Measurement Topics in a seminar (and the End of Year in the testing window following the PBA they have taken).

6. Ark. Code Ann. §§6-42-101 et seq. and 6-20-2208(c)(6); Section 18.0 of the ADE Rules Governing the Standards for Accreditation ; ADE Rules Governing Gifted and Talented Program Approval Standards (All

concerning Gifted and Talented Students):

This waiver request is to allow for appropriate pre-Advanced Placement (AP) designation at the conclusion of the course/seminar. To earn Pre-AP designation, a student would be required to go beyond the target of 3 in 80% of the measurement topics of the seminar.

All components of the gifted and talented program and the effectiveness of educational opportunities provided for gifted and talented students are evaluated annually. WHS proposes to craft an evaluation instrument that truly provides accurate, timely, and relevant information to be used in creating goals for program improvements.

7. Section 14.03 of the ADE Rules Governing the Standards for Accreditation (concerning required clock hours for units of credit):

The applicant is not, by this waiver request, asking for a waiver of graduation requirements. The applicant is requesting only a waiver of the 120 clock hour requirement. In accordance with prior ADE comments on this type of request, the applicant hereby affirms that it will adhere to full curriculum alignment with Arkansas Frameworks, and will be glad to submit to the ADE and/or the Charter Authorizing Panel any additional information that may be desired.

8. Section 9.03.4.10 of the ADE Standards Rules (concerning Career and Technical Education):

The applicant is in the process of transitioning from Computer Business Applications (CBA) to Technology Design Applications (TDA), and has received the appropriate waiver from Career and Technical Education (CTE) (Department of Workforce Education)). In its approved CTE plan, this is the last year to teach CBA. We request a waiver for any student not passing CBA this year to be allowed to make up credit by taking TDA.

20. 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:

Warren School District and Warren High School will continue to operate in compliance with all applicable Arkansas laws and will continue to operate in such a manner so as to maintain a desegregated school district, and not impede on any school district's ability to maintain a desegregated school district. The Warren School District is not under any court orders concerning the desegregation of its schools.

21. 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:

Major components of a Standards-Based System is **creating leaders at all levels, being transparent** in all matters pertaining to the system, and **promoting continuous improvement**. All administrators, learning facilitators, support staff, and learners are empowered to provide leadership in this system. We are being transparent with our successes and our hiccups as we build this system- this builds trust and where there is trust and opportunity, there is ownership. **People naturally support what they help build.** We are truly in this together and are continually considering how we can better communicate and involve all stakeholders.

By promoting continuous improvement, we are in the business of getting better at getting better, and while that is important, we also have to give our administrators and learning facilitators permission to fail, because in building this system, **we are having to break away from a system that was established in 1892**. So we are creating an environment where we are not just about doing things better, but we are building better things- a structure that is better suited to providing for the needs of today's learners. Additionally, we are looking at not just a one year school improvement plan, but challenging the leadership teams at each building to look at **planning for the future** by outlining 5 year plans. WHS has been working on a 5 year plan for implementation with the understanding that items can be added, moved forward, or or moved back depending upon the readiness level of the building. [See attachment A40.]

Proof of Publication

AI

STATE OF ARKANSAS,
County of Bradley

ss

I, Heather McGlaughlin
Bookkeeper do solemnly swear that I am the
of THE EAGLE DEMOCRAT, that said EAGLE
DEMOCRAT is a weekly newspaper printed and published in Bradley County, State of Ark-
ansas; that I was so related to this publication at and during the publication of the annexed
legal advertisement in the case of Warren High School
Public Hearing

pending in the _____ Court, in said County, and at the dates
of the several publications of said advertisement hereinafter stated, and that during said
periods and at said dates, said newspaper was printed and published and had a bona fide
circulation in said County, that said newspaper had been regularly printed and published in
said County, and had had a bona fide circulation therein for the period of one month before
the date of the first publication of said advertisements; and that said advertisement was

published in the regularly weekly issues of said newspaper for three
consecutive times, was made as follows:

July 23, 2014, July 30, 2014,
August 6, 2014

Fees for Printing, \$ 93.75
Cost of Proof, --- \$ 0
Total \$ 93.75

3-73-500 E-22503

Subscribed and sworn to before me this

25 day of August, 2014

★ 12380083 ★

BRADLEY
COUNTY
PUBLIC - ARKANSAS

Documentation of Public Hearing Requirements

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After-school grant funds are awarded

Hermitage Elementary School was awarded a five-year 21st Century Community After-school Grant for all students in kindergarten through sixth grades.

The program will begin on Oct. 6. The before school segment of the program will be open from 7-7:30 a.m. Monday-Friday. The after-school segment of the program will be open from 3:15-6 p.m. Monday-Thursday.

Health-Bradley County Health Unit (R. Alicia Outlaw), Arkansas Forestry Commission (James Walls), Arkansas Game and Fish (Laura Rogers), Arkansas State Police Troop 100 (Alma Harrod), Hermitage Police Department (Faron Johnson), Eagle Democrat (Danny Cook), First State Bank (Hermitage), Hermitage Baptist Church (Daniel Haig), Hermitage Helping Hands Food

Page 5

The Eagle Democrat
WARREN, ARKANSAS
Wednesday, Aug. 6, 2014

Buildings —

Continued from Page 1

Simon. It was in use as a post office until 1998, when a new facility was constructed.

Other buildings down the block on Main Street were built around 1905 and have been recently occupied by Busy Bee's, Pastime Pizza Parlor and Words On A Shirt.

The former Colvin's General Store building had a new wall put in by the city and a tomato-themed mural was painted on it.

Johnny and Jennifer Bradford are continuing to work on both sides of the Hankins Building, built around 1905 or earlier.

WARREN HIGH SCHOOL PUBLIC HEARING

For discussion of
a proposed
Conversion Charter School Application
August 7
Warren Cultural Center
6:00 p.m.

*Installations, Service & Repair
(all brands)*

226-5532 or 226-5831

Danny Cook, Owner

Over 33 Years Experience

an Standard



Documentation of Public Hearing Requirements



Warren School District

Home of the Fightin' Lumberjacks

News

Bus Routes

WHS Public Hearing

Summer Feeding Programs

Important Notice to

Parent/Guardians: New Immunization Requirements for 14-

15

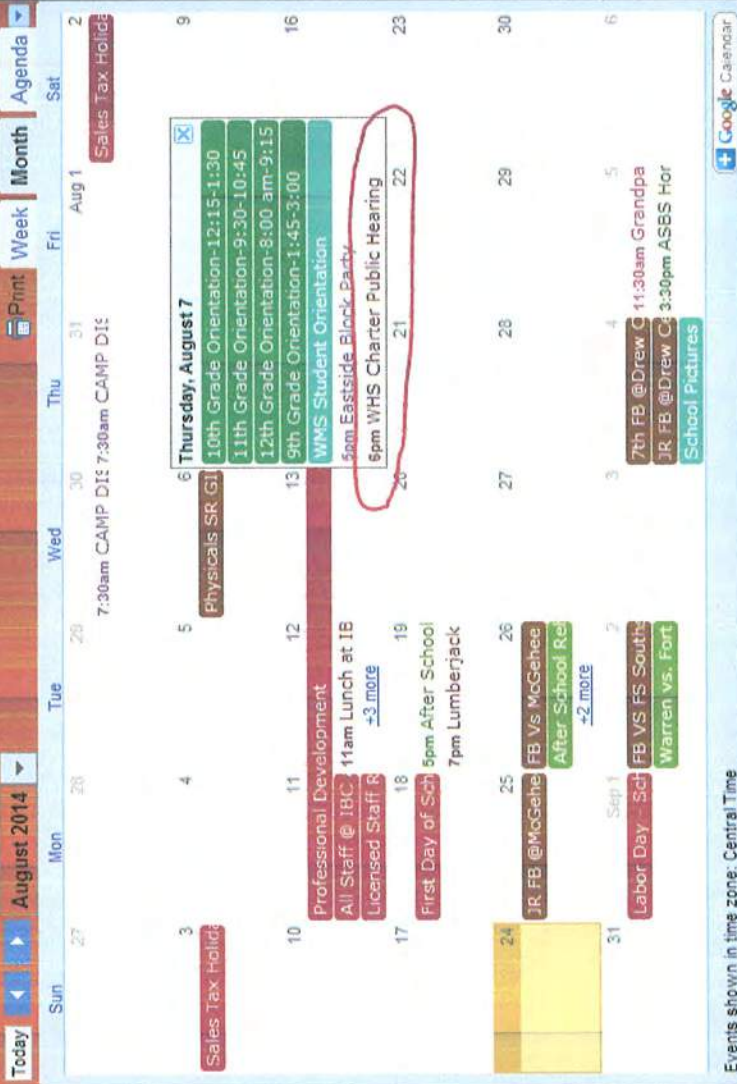
Public Notice - Internet Safety

More News...

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- ▶ SBE at Eastside
- ▶ Technology Services
- ▶ Warren School District
Calendars
- ▶ WSD Activity Calendar

Warren School District Calendar



at least 23 years of age.
 e to pass a D.O.T. Medical Exam
 y a company approved physician.
 e to pass a pre-employment drug
 WI
 or be able to obtain TWIC card
 tbed driving experience within
 years.
 ormation or to apply, please email
 oasistradingllc.com

recently. Funds from the grant will be used for work to preserve the museum which is located on Ash Street and was the home of Dr. John Wilson Martin in the 1800's.

WARREN High School Public HEARING
For discussion of a proposed
Conversion Charter School Application
6:00 p.m.
August 7, 2014
Warren Cultural Center

at 10:41 PM 0 comments

M Facebook Pinterest g+1 Recommend this on Google

DUCE
TOMATOES
 RIETY OF VEGETABLES
 West Central
6-2508

Mayor Martin Hires New Street Foreman



Warren Mayor Bryan Martin has announced the hiring of Ricky Joe Davis as Street Foreman for the

Documentation of Public Hearing Requirements



Free Hotmail

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sbsMath v3 - Adams County School District 50 Wiki (2)

servicepoint Login

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Suggested Sites



movie mon...

Symbaloo -...

Lennie Sy...

Saline Rive...

Birthday gi...

Nike Rosh...

Ally

Payment O...

Before You...

Saline R...

MONTICELLO, Ark. — Thirteen businesses in the McGehee area will offer as much as 10 percent discounts to students of the University of Arkansas at Monticello as part of the Weevil Perks Program, according to Heather Groleske, director of students services at the UAM College of Technology-McGehee.

To receive the discounts, students must present a valid UAM ID at the time of purchase.

The businesses include Blingtique, Fuzzy Tail Grooming, JJ's Café of McGehee and Lake Village, Jaliscos Mexican Restaurant, Kelley Drug & Selections, Lisa's Floors & More, the McGehee/Dermott Times-News, McGehee Lumber & Hardware, Pizza Inn Restaurant, Shear Connection, Shirt Shack & More, and Stitches by Design.

For more information, contact Groleske of (870) 460-2128 or Tara Snider, instructor of communications, at (870) 460-2132.

WARREN HIGH SCHOOL Public HEARING
For discussion of a proposed
Conversion Charter School Application
6:00 p.m.
August 7, 2014
Warren Cultural Center

at 7:11 AM 0 comments



8+1 Recommend this on Google

Hunter Education Class to be Held at Warren Branch Library

Hunter's Education Class will be held at the Warren Branch Library, 118 West Cypress Street, September 29, 30, & October 2, 6-9:30. Registration is required. Please call 870-226-2536 to register. Limited Seating available

Warren, AR 71671

870-226-2633

www.frazerfuneralhome.com
Email: frazerfuneralhome@sbcglobal.net

Public Hearing Discusses SBE at Warren High School

A public hearing was held Thursday night, August 7, at 6:00 p.m. to discuss Warren High Schools plans for District Conversion Charter.

Principal Gary Jackson welcomed the parents who attended the hearing. Assistant Superintendent Carla Wardlaw reviewed the types of charters and Warren School District's history with standards-based education.

Superintendent Marilyn Johnson spent time explaining the Standards-based System.

Mr. Jackson addressed the attendees describing SBE at Warren High School.

Those in attendance participated in a question and answer session following the presentation.

Currently grades K-8 have been approved as Conversion Charter Schools. Warren High School's application to become a charter school is scheduled for September of this year. The school's plan is to have SBE in place by 2015-16 school term.

at 10:27 PM 0 comments

Register for Y Afterschool Program



the Y
AFTERSCHOOL
PROGRAM

AFTERSCHOOL

Documentation of Public Hearing Requirements



WHS PUBLIC HEARING

ADVERTIZING:

The Public Hearing was advertised in the Eagle Democrat and Shopper's Guide, a weekly publication that is distributed to all residents of the county, as well as on Saline River Chronicle, an online local news site. In addition, it was posted on our district calendar and website. All staff were invited to attend by email, and parents and learners were reminded of the event during the orientations held through-out the day on the 7th and it was announced at BCEDC and Rotary.

TIME & PLACE:

WHS public hearing was held Thursday, August 7, 2014, in the Warren Cultural Center.

RESULTS:

44 people attended the meeting which included parents, grandparents, community members, all building level principals, and all district administrators. Interest in this meeting exceeded other meetings in the district such as the Annual Report to the Public.

The agenda, see next page, allowed for discussion time as well as an opportunity for those in attendance to write their questions down in case they didn't feel comfortable coming to the microphone during the discussion time. All questions were answered.

The evaluation survey included questions that were left open-ended to prompt more than a one word answer:

"The information presented this evening was sufficient to help me understand the changes that will occur at WHS if this charter is approved."

All responses were "yes" with the exception of one response that indicated "mostly".

"I believe that the proposed changes will help my child."

All responses were "yes" and an additional comment of "mostly yes, but in many ways unknown".

"I support the concept of Standards-Based Education."

All responses were "yes" with the exception of one response that indicated "mostly".

Based upon the responses from the survey and Q & A, and those who came up afterwards to discuss their thoughts, it is apparent that we have stakeholder support. This is including a learner who is a senior this year who said "I feel like I'm going to be at a disadvantage for not having an opportunity to go through this system."



In addition to this public hearing, three previous public hearings have been held for the three previous charter applications. Principals and district administration have met with parent groups and civic groups over the last 4 years. We have provided parent training on the use of Educate, the electronic reporting and recording system. A large group of stakeholders including parents, patrons, teachers, admins, board members met in January 2013 to work through a process to create the district's Strategic Design CtAG (Closing the Achievement Gap) Plan which outlines core values, core beliefs, mission, and vision statements. Just prior to the August 7 public hearing, all administrators presented a program to Rotary on SBE. We will continue educating our parents and patrons. We've found that once they understand what it is we are trying to do and why, an overwhelming majority support our efforts.

*Evidence of Parent and Community Support
page 1*

WARREN HIGH SCHOOL
PUBLIC HEARING – DISTRICT CONVERSION CHARTER
August 7, 2014

AGENDA:

Welcome - Gary Jackson, WHS Principal

Types of Charters & District History with Standards-Based System Carla Wardlaw, Asst. Superintendent

Standards-Based System Described - Marilyn Johnson, Superintendent

SBE at WHS - Gary Jackson, WHS Principal

Questions/Answers - WSD Administrative Team

Evaluation - Audience

Adjourn

Standards-Based Education (SBE) System

SBE is an innovative school structure that makes it possible to meet the individual needs of learners. In a standards-based system, learners work at their performance level and advance through the curriculum when they have demonstrated proficiency of the required knowledge or skills.

The focus is on learning and not on seat time, so some students will work their way through learning paths more quickly than others and all students must show what they know or can do on each learning goal and their progress is tracked. Students work at teacher pace or faster.

WARREN SCHOOL DISTRICT - Wa

Location: Warren Cultural Center,
Facilitator: Marilyn Johnson, Super
Date(s): August 7, 2014

Sign In (Full Name)

WARREN SCHOOL DISTRICT -

Location: Warren Cultural Ce
Facilitator: Marilyn Johnson, S
Date(s): August 7, 2014

Sign In (Full Name)

WARREN SCHOOL DISTRICT - Warren High Scho

Location: Warren Cultural Center, Warren, AR 7167
Facilitator: Marilyn Johnson, Superintendent; Carla V
Date(s): August 7, 2014

Sign In (Full Name)

Pe

Evidence of Parent/Community Support Page 3

[Signature]
[Signature]
Lori Harrison
Lam Harrison
Marilyn Johnson
Sara Weaver
Jocita Jossiter
Cindy May
Shenell R. Burke
Tina McKinney
Carla Wardlaw
Regina Scroggins
Devon McDiarmid HS
Amy Cortright
Amy Wyrne
Cathy Thomas

Katrina E. Shepherd
Khondy HARTON
Kasey Kellum
Tim Bessler
ROBIN HARTSTON
Sabrena Smith
Paul G. Williams
Beverly R
Nexus Pacheco
Johnna McMurray
Jan Garner
Tommy C
Jade
Grandy P
John Spencer (South
Whitney Simon
Sandra Valley

Emily Laster
Leiby Stracner
Rexton Sisson
Jasmine Dean
Clark Harris
DeMarquis Hall
Patrick Smith
Holly Cornish
Sandra McKittrick



Warren School District

Office of the Superintendent

408 Cherry St. • P.O. Box 1210 • Warren, Arkansas 71671

Phone: (870) 226-8500 • Fax: (870) 226-8531

August 8, 2014

Arkansas Department of Education
Division of Learning Centers
Four Capitol Mall, Mail Slot #3
Little Rock, AR 72201

To Whom It May Concern:

The Warren School Board has been involved with the Standards-Based Initiative since its inception. We are regularly kept informed of progress and have board attendance at the public hearings and exploratory trips to other districts involved in this initiative.

During the August 2014 board meeting, the board voted to support Warren High School District Conversion Charter application.

Sincerely,

Jerry Daniels, Warren School Board President

Evidence of Parent/Community Support
Page 4

Academics Come First



STATE OF ARKANSAS

House of Representatives

September 8, 2014

REPRESENTATIVE

Jeff Wardlaw

801 East Church Street
Warren, Arkansas 71671-3454

870-226-9501 Business

870-460-2814 Residence

870-226-9500 FAX

jeff@jeffwardlaw.com

DISTRICT 8

Counties:

Bradley

Part Ashley

Part Calhoun

Part Cleveland

Part Dallas

Part Drew

COMMITTEES:

Public Health, Welfare and Labor

Labor and Environment Subcommittee

Insurance and Commerce

Vice Chairperson,

Financial Institutions Subcommittee

Joint Committee on Energy

Legislative Council

Ms. Sky Bledsoe, Charter School Program Advisor
Arkansas Department of Education
Division of Learning Services
Charter and Home School Office
Four Capitol Mall, Mail Slot 3
Little Rock, AR 72201

Dear Ms. Bledsoe:

This letter confirms my strong support of the Warren School District's Charter Conversion application.

As State Representative for District 8 and as a parent, I support their planning and approach to produce a learning environment that will provide the district's learners with outstanding academic preparation and character development. I strongly believe that learners who are struggling in the traditional public school system will have a chance to flourish and learn in the environment that best meets their needs in a charter setting at Warren High School.

In closing, I wholeheartedly endorse the Warren School District's application. I applaud their vision and leadership of offering opportunities for students' growth and success through the opening of this charter school setting with innovative components of Standards Based Education. Should you have any further questions, please do not hesitate to contact me. Thank you for your time.

Sincerely,

Jeff Wardlaw
State Representative
District 8

JW/mlj

2015-2016 Warren School District Calendar

Aug. 12-16	Staff Development	5 days
Aug. 17	First Day of School	
Sept. 7	Labor Day	
Oct. 15	End of First Quarter	Thursday 43days
Oct. 26	Parent-Teacher Conferences	Monday 3-7 WMS,WHS,SEACBEC
Oct. 27	Parent-Teacher Conferences	Tuesday 3-7 ES & BR
Nov. 23-24	Professional Development	Monday & Tuesday 8-3
Nov. 25-27	Thanksgiving Break	
Dec. 18	End of 2 nd Quarter	Friday 41 days
Dec. 19-Jan. 3	Christmas Break for teachers & Students	84 days/semester
Jan. 4	Professional Development	Monday 8-3
Jan. 5	Students Return	Tuesday 8-3
Jan. 18	MLK Day	Monday
Feb. 8	Parent-Teacher Conference	Monday 3-7 WMS, WHS, SEACBEC
Feb. 9	Parent-Teacher Conferences	Tuesday 3-7 ES & BR
Feb. 12	Professional Development	Friday 8-3
Feb. 15	President's Day Holiday	Monday (make up day if needed)
March 11	End of Third Quarter	Friday 46 days
March 21-25	Spring Break	Monday-Friday
April 1	Good Friday Holiday	Friday (make up day if needed)
April 4	Professional Development	Monday 8-3
May 19	Graduation	
May 27	Last Day of School	Tuesday 48 days
May 31, June 1, 2,	Make-up days (if needed)	

Total student Teacher Interaction Days 178
 Total Parent-Teacher Conference days 2
 Total Staff Development (60 hours) 10
 Total Contract Days 190

5 make-up days are included in the calendar
 60 hours = equivalent of 10 days of PD by district

*Nothing except emergency sick leave is granted for
 Staff development days

Master Schedule 2015-2016

Social Studies

Last Name	Period 1	Period 2	Period 3	Period 4	Period 5A	Period 5B
Ellis	Pre-Ap Civics/Pre-Ap Econ.	Civics / Economics	Civics / Economics	Pre-Ap Civics/Pre-Ap Econ.	Civics / Economics	Lunch
Quoss	World History	World History	Psychology / World Geography	Pre-Ap World History	Lunch	Pre-Ap World History
Reep, B	American History	AP American History	AP American History	Prep	American History	Lunch

English

Last Name	Period 1	Period 2	Period 3	Period 4	Period 5A	Period 5B
Dalley	English 10	Pre-Ap English 10	English 10	Prep	Lunch	English 10
Halley	Freshman Comp I & II	AP Lit I & II	Literacy Lab	Prep		
McDiarmid	English 9	English 9	Pre-Ap English 9	Prep	Literacy Lab	Lunch
Standridge	English 12	Literacy Lab	English 12	Prep	ANNUAL	Lunch
Thornton	Literacy Lab	English 11	English 11	Prep	Lunch	Pre-Ap English 11

Math

Last Name	Period 1	Period 2	Period 3	Period 4	Period 5A	Period 5B
Coffell	Algebra I - R	Methods	Bridge	Methods	Methods	Lunch
Foster	Algebra II	Algebra II	Pre-AP Algebra II	Pre-AP Pre-Cal/Trig	Algebra II	Lunch
Panicola	Algebra I	Pre-Algebra I	Algebra I	Algebra I	Algebra I	Lunch
Rogers	Geometry	Pre-AP Geometry	Geometry	Geometry	Geometry	Lunch

Science

Last Name	Period 1	Period 2	Period 3	Period 4	Period 5A	Period 5B
Cabaniss	Environmental Sci.	Chemistry	Environmental Sci.	Chemistry	AP Chemistry	Lunch
Green	Pre-Ap Biology	PREP	Biology	Biology	Physical Science	Lunch
Mann	Physical Science	PREP	Physical Science	Pre AP Phy Science	Lunch	Physics 5B

Resource Classes

Last Name	Period 1	Period 2	Period 3	Period 4	Period 5A	Period 5B
St. John	Language Arts	Social Studies	Language Arts	Language Arts	Language Arts	Lunch
Young	Math	Math	Science	Prep	Math	Lunch

Period 6	Period 7	Period 8
Civics / Economics	Prep	Athletics/ Boys Track
World History	World History	Prep
American History	American History	American History

Period 6	Period 7	Period 8
Literacy Lab	Pre-AP English 10	English 10
Pre-AP English 9	English 9	English 9
English 12	English 12	English 12
English 11	Pre-AP English 11	English 11

Period 6	Period 7	Period 8
Methods	Prep	Methods
Algebra II	Prep	Algebra II
Pre-AP Algebra I	Prep	Alp
AP Calculus	Prep	Geometry

Period 6	Period 7	Period 8
Chemistry	PREP	Chemistry
Pre-AP Biology	Biology	Alp
Physical Science	Pre AP Phy Science	Physical Science

Period 6	Period 7	Period 8
Prep	Social Studies	Language Arts
Science	Math	Math

Last Name	Period 1	Period 2	Period 3	Period 4	Period 5A	Period 5B
Barnett	ISS	ISS	ISS	ISS	ISS	ISS
Castillo	Spanish I	Spanish I	Spanish I	Prep	Spanish II	Lunch
Clements	ROTC I-II	ROTC III-IV	ROTC I-II	ROTC III-IV	ROTC I-II	Lunch
Culp	Gas Tungsten Arc	Shielded Metal Arc	Metal Fabrication	Gas Metal Arc	Lunch	Metal Fabrication
Densmore	Construction Fund	Carpentry	Construction Fund	Plumbing	Lunch	Prep
Duncan	Power Sports I	Power Sports II	Power Sports II	Power Sports Lab	Lunch	Power Sports II
Ferrell	DCI (Page Design) / DCII Graphic Imaging	Computer Accounting I Blended	DCIII (Web Design) / DCIV (Audio/Video Production)	Computer Accounting II	Lunch	Personal Finance
Harton, E	Human A & P Blended	Human A & P Blended	Human A & P Blended	Human A & P Blended	Medical Procedures / Medical Procedures Exp	Lunch
Harton, J	EAST	EAST	EAST	EAST	EAST	Lunch
Hatley	9th Basketball	Driver's Ed / Driver's Ed	Driver's Ed / Driver's Ed	Driver's Ed / Driver's Ed	Lunch	Driver's Ed / Driver's Ed
Hembree						
Jordan	Family and Consumer Science	Leadership & Service Learning / Clothing	Leadership & Service Learning / Clothing	Leadership & Service Learning / Clothing	Lunch	Prep
May	Middle School	P.E. Girls / P.E. Boys	P.E. Girls / P.E. Boys	P.E. Girls / P.E. Boys	Lunch	P.E. Girls / P.E. Boys
McKinney	Art I	Art I	2D Art / 3D Art	Art II	Prep	Lunch
Miller						Lunch
Office Wkr	Office Wkr	Office Wkr	Office Wkr	Office Wkr	Office Wkr	Office Wkr
O'Neill	Oral Comm / Drama	Oral Comm / Drama	Prep	Oral Comm / Drama	Journalism I	Lunch
Raines	Survey of Agriculture	Environmental Res. / Mang. Natural Res.	Animal Science I / Animal Science II	Prep	Forestry / Small Animal Science	Lunch
Raper	ALE	ALE	ALE	ALE	ALE	ALE
Reddick	/ 9th Girls Track					
Reep, K	Human Behavior & Disorder / Medical Terms	Medical Math	Prep	Medical Specialization	Lunch	Human Behavior & Disorder / Medical Terms Blended
Shepherd	CBA	CBA	CBA	CBA	Prep	Lunch
Shipp	Excel / Access	Prep	Excel / Access Blended	Computer Aps I / II	Office Management	Lunch
Watkins	P.E. All Year	ALE	ALE	ALE	Noon Detention	Noon Detention
White	Middle School	Health Boy / Health Girls	Health Boy / Health Girls	Health Boy / Health Girls	Lunch	Health Boy / Health Girls
Whitmore D						
Williams, D						
Williams, J	Diagnostics Blended	Diagnostics Blended	Networking	Diagnostics Blended	Lunch	Instrumental Music
Wolfe	Teacher Cadet				Lunch	Prep
Wuichet	Middle School					
Wylie	Medical Professions/ Medical Prof Exp Blended	Medical Professions/ Medical Prof Exp Blended	Medical Professions/ Medical Prof Exp Blended	Medical Professions/ Medical Prof Exp Blended	Medical Professions/ Medical Prof Exp Blended	Lunch

Period 6	Period 7	Period 8
Prep	ISS	ISS
Spanish II	Spanish II	Spanish I
ROTC I-II	ROTC I-II	Prep
Prep	Shielded Metal Arc	Gas Tungs Arc
Plumbing	Carpentry	Contruction Fund
Power Sports II	Prep	Power Sports I
Prep	Accounting I	DCI (Page Design) / DCII Graphic Imaging
Prep	Human A & P	Medical Procedures / Medical Procedures Exp
Prep	EAST	EAST
Middle School	Prep	Athletics
		Athletics
Foods & Nutrition / Nutrition & Wellness	Foods & Nutrition / Nutrition & Wellness	Family and Consumer Science
P.E. Girls / P.E. Boys	Prep	Athletics
2D Art / 3D Art	Art I	Art I
Advanced Choir	Vocal Music I	Music Theory
Office Wkr	Office Wkr	Office Wkr
Drama / Oral Comm	Drama / Oral Comm	Drama / Oral Comm
Survey of Agriculture	Leadership & Communic. / Aquaculture	Animal Science I / Animal Science II
ALE	PREP	ALE
		/ Girls Track
Human Behavior & Disorder / Medical Terms Blended	Human Behavior & Disorder / Medical Terms Blended	Human Behavior & Disorder / Medical Terms Blended
CBA	CBA	CBA
Enterprise MGMT I / II	Office MGMT	Computer Aps I / II
ALE	Prep	Athletics
Health Boy / Health Girls	Prep	Athletics
		9th Grade Football
ISS	Prep	Jazz Band
Diagnostics Blended	Operations Blended	Operations Blended
	Internship 7th	Internship 8th
	College Algebra	Athletics
Medical Professions/ Medical Prof Exp Blended	Medical Professions/ Medical Prof Exp Blended	Medical Professions/ Medical Prof Exp Blended

**2014 APPLICATION
DISTRICT CONVERSION PUBLIC CHARTER SCHOOL
STATEMENT OF ASSURANCES**

The signature of the superintendent of the school district proposing the public charter school certifies that the following statements are and will be addressed through policies adopted by the public charter school; and, if the application is approved, the local board, administration, and staff of the district conversion public charter school shall abide by them:

1. The information submitted in this application is true to the best of my knowledge and belief.
2. The district conversion 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.
3. In accordance with federal and state laws, the district conversion 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.
4. Any educator employed by a school district before the effective date of a charter for a district conversion public charter school operated at a school district facility shall not be transferred to or employed by the public charter school over the educator's objection.
5. The district conversion 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 district conversion 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 any other qualified employee of the school district is covered.
7. The district conversion 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.

8. The employees and volunteers of the district conversion public charter school are held immune from liability to the same extent as other school district employees and volunteers under applicable state laws.
9. The district conversion public charter school shall be reviewed for its potential impact on the efforts of a public school district to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.
10. The applicant confirms the understanding that certain provisions of state law shall not be waived. The district conversion 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
 - (g) Health and safety codes as established by the State Board of Education and local governmental entities.
11. 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.

Marilyn Johnson
Signature of Superintendent of School District

9-2-14
Date

Marilyn Johnson
Printed Name

Name of Individual with Prior Charter Experience Marilyn Johnson

Position with Proposed Charter Superintendent of Schools

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
Warren Middle School Charter	Superintendent	Operating	408 N. Bradley Rd	arkansased.org.
Brunson New Vision Charter	Superintendent	Operating	212 Scobey Dr.	arkansased.org.
Eastside New Vision Charter	Superintendent	Operating	210 Scobey Dr.	arkansased.org.

Name of Individual with Prior Charter Experience Carla Wardlaw

Position with Proposed Charter Assistant Superintendent

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
Warren Middle School Charter	Assistant Suptintendent	Operating	210 Scobey Dr.	arkansased.org.
Brunson New Vision Charter	Assistant Superintendent	Operating	212 Scobey Dr.	arkansased.org.
Eastside New Vision Charter	Assistant Superintendent	Operating	408 N. Bradley Rd.	arkansased.org.

Name of Individual with Prior Charter Experience Gary Jackson

Position with Proposed Charter Principal of the Warren High School and a member of the planning committee for the H.S. Charter application.

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
Eastside New Vision Charter	N/A <i>Member of District A Team</i>	Operating	408 N. Bradley Rd.	arkansased.org.
Brunson New Vision Charter	N/A <i>"</i>	Operating	212 Scobey Dr.	arkansased.org.
Warren Middle School Charter	N/A <i>"</i>	Operating	210 Scobey Dr.	arkansased.org.

Name of Individual with Prior Charter Experience Brian Cornish

Position with Proposed Charter Assistant Principal of the Warren High School and a member of the planning committee for the H.S. Charter application.

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
Eastside New Vision Charter	N/A <i>Member of District A Team</i>	Operating	408 N. Bradley Rd.	arkansased.org.
Brunson New Vision Charter	N/A <i>"</i>	Operating	212 Scobey Dr.	arkansased.org.
Warren Middle School Charter	N/A <i>"</i>	Operating	210 Scobey Dr.	arkansased.org.

Name of Individual with Prior Charter Experience Glenetta Burks

Position with Proposed Charter Principal of a Charter School in the same district and a member of the planning committee for the H.S. Charter application.

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
Eastside New Vision Charter	N/A <i>Member of District A Team</i>	Operating	408 N. Bradley Rd.	arkansased.org.
Brunson New Vision Charter	N/A	Operating	212 Scobey Dr.	arkansased.org.
Warren Middle School Charter	Principal	Operating	210 Scobey Dr.	arkansased.org.

Name of Individual with Prior Charter Experience Tommy Arnold

Position with Proposed Charter Assistant Principal of a Charter school in the district and a member of the planning committee for the Charter application.

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
Eastside New Vision Charter	N/A <i>Member of District A Team</i>	Operating	408 N. Bradley Rd.	arkansased.org.
Brunson New Vision Charter	N/A <i>in</i>	Operating	212 Scobey Dr.	arkansased.org.
Warren Middle School Charter	Assistant Principal <i>4</i>	Operating	210 Scobey Dr.	arkansased.org.

Name of Individual with Prior Charter Experience Regina Scroggins

Position with Proposed Charter Principal of a Charter School in the same district and a member of the planning committee for the H.S. Charter.

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
Eastside New Vision Charter	N/A <i>Member of District A Team</i>	Operating	408 N. Bradley Rd.	arkansased.org.
Brunson New Vision Charter	Principal "	Operating	212 Scobey Dr.	arkansased.org.
Warren Middle School Charter	N/A "	Operating	210 Scobey Dr.	arkansased.org.

Name of Individual with Prior Charter Experience Sara Weaver

Position with Proposed Charter Principal of a Charter School in the same district and on the planning committee for the H.S. Charter application.

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
Eastside New Vision Charter	Principal <i>Member of District A Team</i>	Operating	408 N. Bradley Rd.	arkansased.org.
Brunson New Vision Charter	N/A	Operating	212 Scobey Dr.	arkansased.org.
Warren Middle School Charter	N/A	Operating	210 Scobey Dr.	arkansased.org.

Name of Individual with Prior Charter Experience Kathy Cornish

Position with Proposed Charter Assistant Principal of a Charter School in the same district and on the planning committee for the H.S. application.

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
Eastside New Vision Charter	Assistant Principal <i>Member of District A Team</i>	Operating	408 N. Bradley Rd.	arkansased.org.
Brunson	N/A	Operating	212 Scobey Dr.	arkansased.org.
Warren Middle School Charter	N/A	Operating	210 Scobey Dr.	arkansased.org.

Name of Individual with Prior Charter Experience Rhonda Williams

Position with Proposed Charter District G/T Coordinator and a member of the planning committee for the H.S. Charter.

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
Eastside New Vision Charter	G/T Coordinator/Instructor	Operating	408 North Bradley Rd.	arkansased.org.
Brunson New Vision Charter	G/T Coordinator/Instructor	Operating	212 Scobey Dr.	arkansased.org.
Warren Middle School Charter	G/T Coordinator/Instructor	Operating	210 Scobey Dr.	arkansased.org.

Name of Individual with Prior Charter Experience Rhonda Daniels

Position with Proposed Charter District LEA Supervisor and a member of the planning committee for the H.S. Charter application.

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
Eastside New Vision Charter	LEA Supervisor <i>Member of District A Team</i>	Operating	408 N. Bradley Rd.	arkansased.org.
Brunson New Vision Charter	LEA Supervisor <i>Tr</i>	Operating	212 Scobey Dr.	arkansased.org.
Warren Middle School Charter	LEA Supervisor <i>Tr</i>	Operating	210 Scobey Dr.	arkansased.org.

Name of Individual with Prior Charter Experience Vickie Newton

Position with Proposed Charter District Technology Coordinator and a member of the planning committee for the H.S. Charter application.

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
Eastside New Vision Charter	Technology Coordinator <i>Member of District A Team</i>	Operating	408 N. Bradley Rd.	arkansased.org.
Brunson New Vision Charter	Technology Coordinator	Operating	212 Scobey Dr.	arkansased.org.
Warren Middle School Charter	Technology Coordinator	Operating	210 Scobey Dr.	arkansased.org.

Name of Individual with Prior Charter Experience Matt Valentine

Position with Proposed Charter District Transportation Supervisor and a member of the planning committee for the H.S. Charter application.

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
Eastside New Vision Charter	Transportation Supervisor <i>Member of District A Team</i>	Operating	408 N. Bradley Rd.	arkansased.org.
Brunson New Vision Charter	Transportation Supervisor	Operating	212 Scobey Dr.	arkansased.org.
Warren Middle School Charter	Transportation Supervisor	Operating	210 Scobey Dr. arkansased.org.	

Name of Individual with Prior Charter Experience Amanda West

Position with Proposed Charter Nutrition Director and a member of the planning committee for the H.S. Charter application.

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
Eastside New Vision Charter	Nutrition Director <i>Member of District A Team</i>	Operating	408 N. Bradley Rd.	arkansased.org.
Brunson New Vision Charter	Nutrition Director "	Operating	212 Scobey Dr.	arkansased.org.
Warren Middle School	Nutrition Director "	Operating	210 Scobey Dr.	arkansased.org.

Name of Individual with Prior Charter Experience Jonalyn Reep

Position with Proposed Charter Administrator of Career Technical Education and Secondary Adult Ed. and ABC, also on the planning committee.

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
Eastside New Vision Charter	N/A <i>Member of District A Team</i>	Operating	408 N. Bradley Rd.	arkansased.org.
Brunson New Vision Charter	N/A	Operating	212 Scobey Dr.	arkansased.org.
Warren Middle School Charter	N/A	Operating	210 Scobey Dr.	arkansased.org.

**CONVERSION CHART FOR GPA
FOR PURPOSE OF SCHOLARSHIPS,
NCAA/AAA ELIGIBILITY, & Students
Transitioning in/out of District**

OMNIBUS SCORE FOR COURSE	LETTER GRADE (for transcript only)
4.0	A
3.75	A
3.50	A
3.25	B
3.0	B
2.75	C
2.50	C
2.25	C
2.0	C
1.75	D
1.50	D
1.25	D
1.0	D

Scoring of evidence for learning goals/targets within each measurement topic (MT) will be 1-4;

- 1- with help;
- 2- learner demonstrates only foundational knowledge skills toward target);
- 3- proficiency on target (goal/standard);
- 4- apply learning beyond the target).

The teacher will look at preponderance of evidence in determining the overall score for the MT. (no averaging of scores within a measurement topic)
To get the Omnibus Score, the scores of the different measurement topics will be averaged

**CONVERSION CHART FOR CORE
COURSES/SEMINARS**

OMNIBUS SCORE FOR COURSE*	LETTER GRADE (for transcript only)
4.0	A
3.75	A
3.50	A
3.25	B
3.0	B
Below 3.0, a student's transcript in CORE Courses is IP (In Progress) or NP (No Progress). IP does not count for or against the GPA. NP counts toward GPA as no credit.	
IP = student has either not successfully completed all MTs in the core course OR has an omnibus (overall) score of less than 3.0	
NP =student has not successfully completed all MTs in the core course and has omnibus (overall) score of less than 3.0 and is not attempting.	

*Grades entered on the transcript at the completion of the course

**CONVERSION CHART FOR NON-CORE
COURSES/SEMINARS**

OMNIBUS SCORE FOR COURSE*	LETTER GRADE (for transcript only)
4.0	A
3.75	A
3.50	A
3.25	B
3.0	B
2.75	C
2.50	C
Below 2.50, a student's transcript in Non-CORE Courses is IP (In Progress) or NP (No Progress). IP does not count for or against the GPA. NP counts toward GPA as no credit.	
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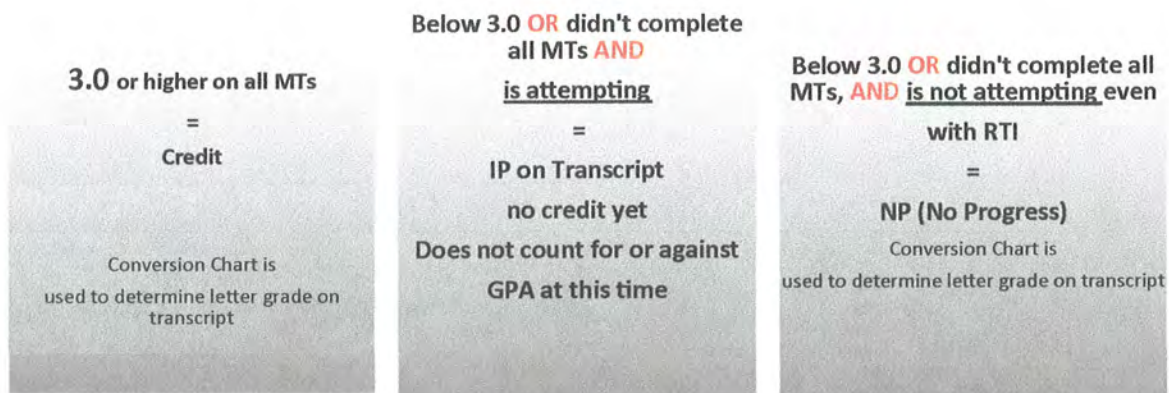
*Grades entered on the transcript at the completion of the course

GPA Conversion Chart
for
AP & Colleges Courses
Reporting with 1-4 Proficiency Scale

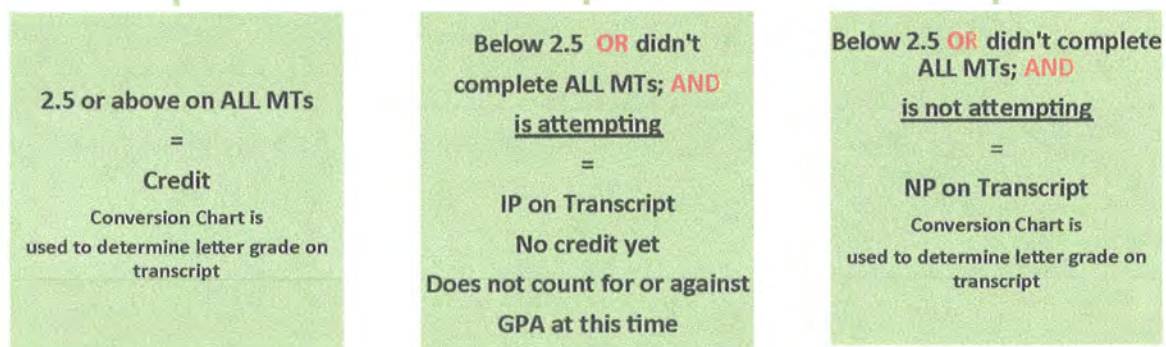
OMNIBUS CLASS SCORE	WEIGHTED GPA CONVERSION
4.0	5.0
3.5	5.0
3.0	4.0
2.5	3.5
2.0	3.0

REPORTING CREDIT ON TRANSCRIPTS

Core Courses



Non-Core Courses

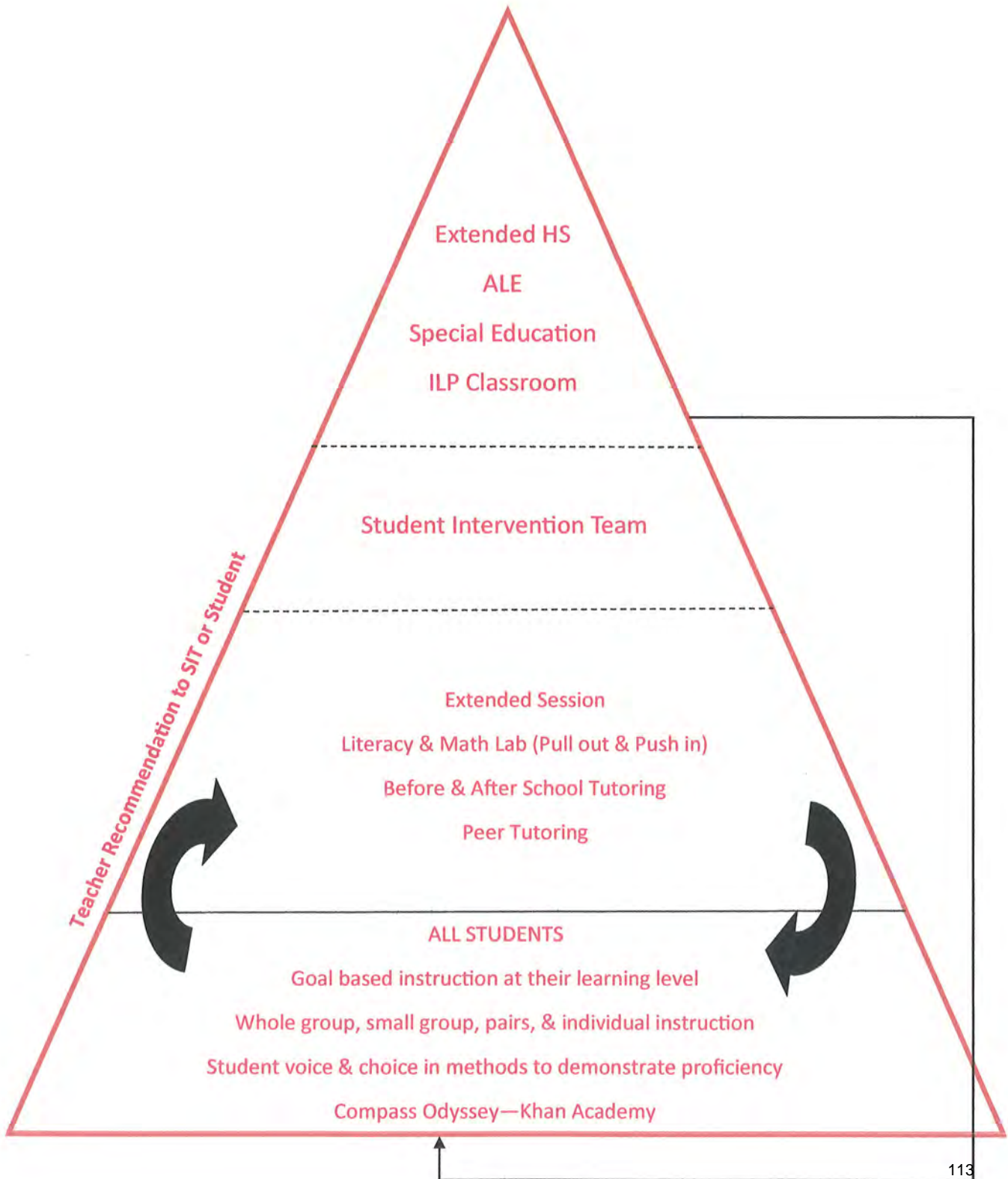


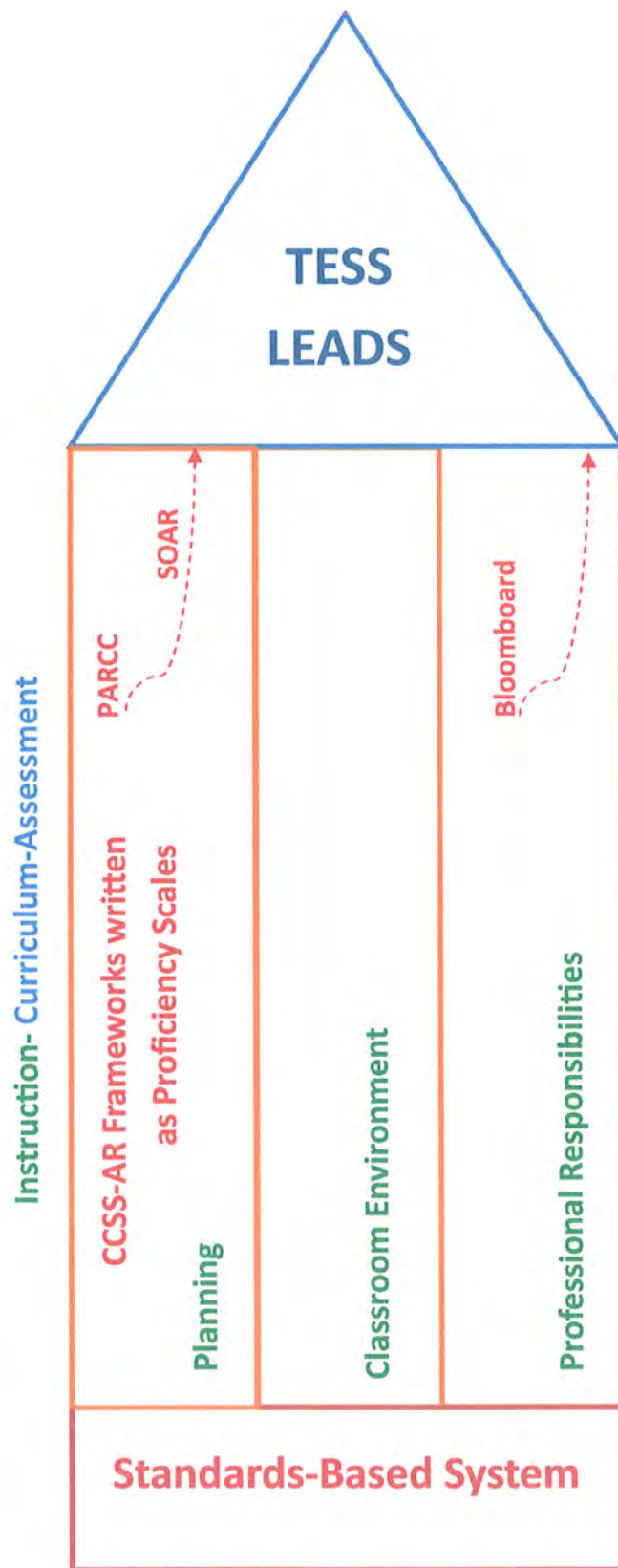
MT = Measurement Topics

IP = In Progress

NP = No Progress

WHS RTI Model





A Team Meeting
Administration Building Conference Room
August 27 , 2014

IL: Instructional Leadership
D: Data
FM: Fiscal Management

AGENDA

1. Call to Order
2. **IL:** WSD Core Values & 6 Cancers That Inhibit Greatness
3. **PPC Election** (Other committee assignments made after the PPC election)
4. Items for Discussion:
 - a1) **School Briefing** Assignments
 - a 2) **Reprimand Procedures**
 - b)Update from **Technology** (ID cards, etc), **Transportation**, **Food Service**
 - c) Update from **Paula Church - Immunizations**
 - d) **Bloomboard** -
 - * check for all teachers (with you as observer)
 - * I will schedule PGP meeting in Sept AFTER 9th.
 - * Prior to meeting, self-evaluation and goals completed for your ppg
 - * **Turn in updated Track Assignments to TP TODAY or TOMORROW**
 - e) **Update from Kathy C** - Educate, NWEA, etc.
 - f) **ERZ Offerings & Co-Op Events**(in drive)
 - g) **Homeschool** Student List - (in drive)
 - h) **IL FM D: ACSIP** - don't change actions with \$\$, data statements and any new programs added no later than September 10; think about PD that you know of such as RISC to add to actions; Principals check with IFs to be sure data statements are done by Sept. 10.
 - i) Review **Contingencies** - Waivers & ALPs
 - j) **D:** Plan for **AIP/IRI**
 - k) **Mental Health Providers** - sign in/out showing counseling time for students; complete permission form on students
 - l) **OSR/Standards Checklist** 14/15 - in drive
 - m) **Field Trip** Requests -10 days prior to date of trip; curriculum connection
 - n) **Constitutionally Protected Prayer** - handout
 - o) **Changing A/C Filters**; discussion- how is this scheduled/monitored?
 - p) **A/C Thermostats**
 - q) **Supervision/Assignments at Football Games** - G Jackson
 - r) **Active Killer Response Training** - who goes - info in drive
 - s) **Dyslexia** - info in drive (dyslexia folder in Aug A Team folder)
 - t) Concerns from Board
5. **FM:** Copier Counts
6. Dates to Remember and **Calendar**:
 - a) **Student Enrollment Counts/Master Schedules/Student Numbers (Due Sept 3)**
 - b) **Self-Evaluation and Goals Prior to PGP meeting -Scheduled last 2 weeks in Sept.**
 - c) **Principal/Director portion of Annual Report to Public slide(s) by Sept 19**
 - d) **Share calendars**
7. **Miscellaneous/Weight Bearing Walls/Reflections**
8. **Celebrations & Appreciations**
9. **Adjourn**

WHS - Outline of 5 Year Implementation Plan (Fluid Sketch)

Prep	Year 1	Year 2	Year 3	Year 4	Year 5
<ul style="list-style-type: none"> Establish Sliding Scale for (gpa, extra curriu, scholar) Blended Learning Explore Digital Classroom Explore Virtual Arkansas- for ALE & Levels 11-13(student choice) Provide Spring 15 pd for Empower , input scores Explore Intern assessment system such as NWEA Book Study Mindset all staff; Leadership Team Inevitable, Too Explore and plan how honor grad/PreAP align with SBE RTI - more systemized -Lit Lab, Before school and after school tutoring, peer tutoring, Compass 	<ul style="list-style-type: none"> Implement virtual lab for levels 11-13 Implement Digital Class (11-13) Implement Educate/Empower as a reporting and recording tool Implement Interim Assessment System Implement 3 by 1(levels 10-12) SBE RTI (all years) Implement PreAp -need wording- Honor Grad requirements Plan Graduation Career Exit Plan (see notes below) Meet with BCEDC/community businesses to plan apprenticeship/internships Formalize collaboration with SEACBEC on career paths, etc/ 	<ul style="list-style-type: none"> Expand system to level 13 Explore Project Led the Way another STEM Initiatives- site visits Expand Educate for students to use "playlist", resources, and to take assessments Implement Graduation Career Exit Plan (personalized each student)-accelerated plan for Levels 12,13 Implement internship/apprenticeship linked to career path 	<ul style="list-style-type: none"> Implement STEM program-provide pd Explore world wide digital classrooms career paths and vocational 	<ul style="list-style-type: none"> Explore options for out of state providers (nationally and internationally) for concurrent credit 	<ul style="list-style-type: none"> SBE- Learner centered focused system to included the following: Seminars where learners move at their own pace, Career paths for each learner supported with vocational training with apprenticeship in internship and concurrent credit using Outside providers virtual chosen by learner choice

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Transitioning in/out of District**

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3.75	A
3.50	A
3.25	B
3.0	B
2.75	C
2.50	C
2.25	C
2.0	C
1.75	D
1.50	D
1.25	D
1.0	D

Scoring of evidence for learning goals/targets within each measurement topic (MT) will be 1-4:

- 1- with help;
- 2- learner demonstrates only foundational knowledge skills toward target);
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*Grades entered on the transcript at the completion of the course

**CONVERSION CHART FOR NON-CORE
COURSES/SEMINARS**

OMNIBUS SCORE FOR COURSE*	LETTER GRADE (for transcript only)
4.0	A
3.75	A
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3.25	B
3.0	B
2.75	C
2.50	C
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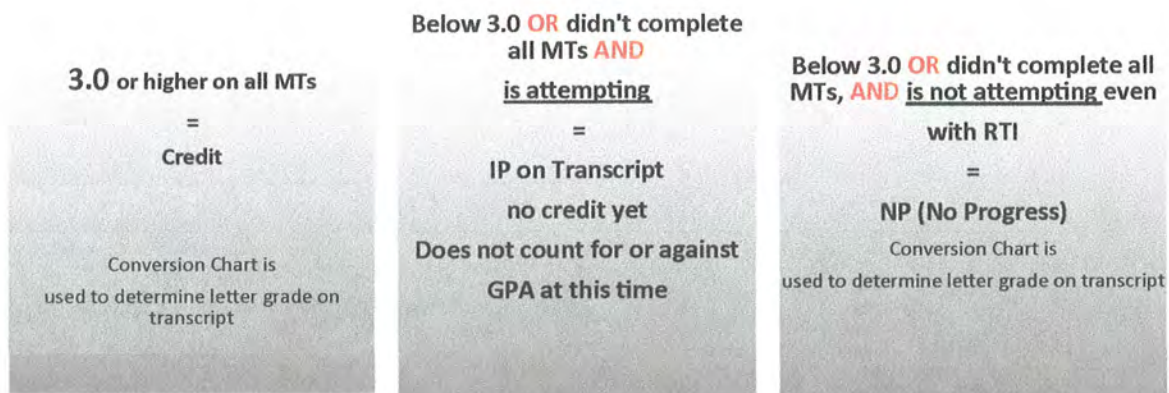
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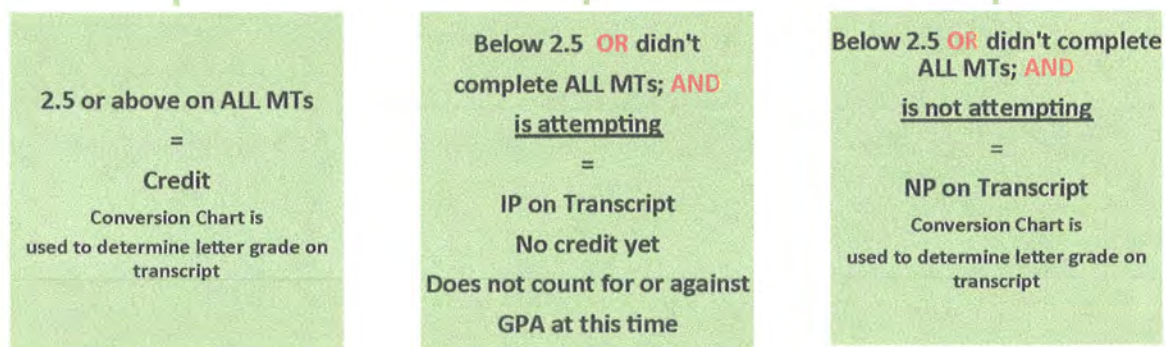
OMNIBUS CLASS SCORE	WEIGHTED GPA CONVERSION
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3.5	5.0
3.0	4.0
2.5	3.5
2.0	3.0

REPORTING CREDIT ON TRANSCRIPTS

Core Courses



Non-Core Courses



MT = Measurement Topics

IP = In Progress

NP = No Progress

2013 ESEA Information

Warren High School

Warren School District

District:WARREN SCHOOL DISTRICT	Superintendent:ANDREW TOLBERT
School:WARREN SCHOOL DISTRICT	Principal:
LEA:0602000	Grades:K-12
Address:P.O. BOX 1210	Enrollment:1583
WARREN, AR 71671	Attendance (3 QTR AVG):96.59
Phone:870-226-6738	Poverty Rate:75.62

OVERALL SCHOOL STATUS: **NEEDS IMPROVEMENT**

PERCENT TESTED

PERCENT TESTED STATUS: ACHIEVING						
	LITERACY			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	826	827	99.88	824	825	99.88
Targeted Achievement Gap Group	614	615	99.84	629	630	99.84
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	250	251	99.60	261	262	99.62
Hispanic	159	159	100.00	165	165	100.00
White	405	405	100.00	384	384	100.00
Economically Disadvantaged	608	609	99.84	623	624	99.84
English Language Learners	23	23	100.00	24	24	100.00
Students with Disabilities	76	76	100.00	74	74	100.00

STUDENT PERFORMANCE -- LITERACY

LITERACY STATUS: ACHIEVING										
	STATUS PERFORMANCE -- LITERACY					GROWTH PERFORMANCE -- LITERACY				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	564	798	70.68	68.38	91.00	423	578	73.18	68.83	93.00
Targeted Achievement Gap Group	370	588	62.93	63.86	91.00	289	433	66.74	64.98	93.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	1646	2394	68.76	68.38	91.00	1236	1714	72.11	68.83	93.00
Targeted Achievement Gap Group	1126	1796	62.69	63.86	91.00	873	1301	67.10	64.98	93.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American	134	235	57.02	56.00		103	175	58.86	57.49	
Hispanic	110	158	69.62	68.94		87	117	74.36	70.76	
White	312	394	79.19	78.38		229	281	81.49	77.06	
Economically Disadvantaged	369	582	63.40	64.34		289	429	67.37	65.38	
English Language Learners	8	23	34.78	37.50		11	16	68.75	58.33	
Students with Disabilities	11	73	15.07	29.40		7	50	14.00	25.35	

STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS: NEEDS IMPROVEMENT										
	STATUS PERFORMANCE -- MATHEMATICS					GROWTH PERFORMANCE -- MATHEMATICS				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	540	794	68.01	77.26	92.00	340	578	58.82	73.11	81.00
Targeted Achievement Gap Group	377	601	62.73	73.19	92.00	242	433	55.89	70.56	81.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	1881	2604	72.24	77.26	92.00	1095	1714	63.89	73.11	81.00
Targeted Achievement Gap Group	1320	1971	66.97	73.19	92.00	789	1301	60.65	70.56	81.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO		# Achieved	# Tested	Percentage	2013 AMO	
African American	126	242	52.07	66.72		76	175	43.43	66.33	
Hispanic	119	164	72.56	81.98		80	117	68.38	78.80	
White	279	366	76.23	83.54		181	281	64.41	76.38	
Economically Disadvantaged	376	595	63.19	73.69		242	429	56.41	71.05	
English Language Learners	13	24	54.17	62.13		11	16	68.75	79.17	
Students with Disabilities	14	70	20.00	33.10		4	50	8.00	30.56	

2012 SCHOOL GRADUATION RATE

GRADUATION RATE STATUS: ACHIEVING					
	2012 SCHOOL GRADUATION RATE				
ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	90TH PCTL
All Students	97	105	92.38	80.82	94.00
Targeted Achievement Gap Group	72	77	93.51	75.74	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	90TH PCTL
All Students	301	363	82.92	80.82	94.00
Targeted Achievement Gap Group	198	245	80.82	75.74	94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2012 AMO	
African American	36	38	94.74	79.17	
Hispanic	17	19	89.47	72.23	
White	44	48	91.67	84.57	
Economically Disadvantaged	67	72	93.06	76.19	
English Language Learners				100.00	
Students with Disabilities	12	12	100.00	67.95	

District:WARREN SCHOOL DISTRICT	Superintendent:ANDREW TOLBERT
School:WARREN HIGH SCHOOL	Principal:GARY JACKSON
LEA:0602014	Grades:09-12
Address:803 N. WALNUT	Enrollment:436
WARREN, AR 71671	Attendance (3 QTR AVG):97.10
Phone:870-226-6736	Poverty Rate:76.61

OVERALL SCHOOL STATUS: **NEEDS IMPROVEMENT**

PERCENT TESTED

PERCENT TESTED STATUS: ACHIEVING						
	LITERACY			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	99	99	100.00	97	97	100.00
Targeted Achievement Gap Group	72	72	100.00	87	87	100.00
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	37	37	100.00	48	48	100.00
Hispanic	15	15	100.00	21	21	100.00
White	47	47	100.00	26	26	100.00
Economically Disadvantaged	71	71	100.00	86	86	100.00
English Language Learners						
Students with Disabilities						

STUDENT PERFORMANCE -- LITERACY

LITERACY STATUS: NEEDS IMPROVEMENT					
	STATUS PERFORMANCE -- LITERACY				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	61	96	63.54	57.89	91.00
Targeted Achievement Gap Group	37	69	53.62	55.13	91.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	157	288	54.51	57.89	91.00
Targeted Achievement Gap Group	102	208	49.04	55.13	91.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO	
African American	19	35	54.29	45.24	
Hispanic	9	14	64.29	55.56	
White	33	47	70.21	69.70	
Economically Disadvantaged	36	68	52.94	55.73	
English Language Learners				16.67	
Students with Disabilities				44.44	

STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS: ACHIEVING					
	STATUS PERFORMANCE -- MATHEMATICS				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	66	92	71.74	66.47	92.00
Targeted Achievement Gap Group	60	82	73.17	61.20	92.00
Three Year Average Performance	# Achieved	# Tested	Percentage	2013 AMO	90TH PCTL
All Students	307	441	69.61	66.47	92.00
Targeted Achievement Gap Group	233	352	66.19	61.20	92.00
ESEA Subgroups	# Achieved	# Tested	Percentage	2013 AMO	
African American	27	45	60.00	56.35	
Hispanic	17	20	85.00	71.43	
White	20	25	80.00	73.81	
Economically Disadvantaged	59	81	72.84	61.24	
English Language Learners				35.18	
Students with Disabilities				33.33	

2012 SCHOOL GRADUATION RATE

GRADUATION RATE STATUS: ACHIEVING					
	2012 SCHOOL GRADUATION RATE				
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All Students	301	363	82.92	80.82	94.00
Targeted Achievement Gap Group	198	245	80.82	75.74	94.00
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Hispanic	17	19	89.47	72.23	
White	44	48	91.67	84.57	
Economically Disadvantaged	67	72	93.06	76.19	
English Language Learners				100.00	
Students with Disabilities	12	12	100.00	67.95	

**Arkansas Department of Education
Rules Governing Eligibility and Financial Incentives For
National Board For Professional Teaching Standards
Candidacy and Certification Program
September 2010_
_____, 2015**

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 fees for the NBPTS candidacy and certification program components 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

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 a starting or a yearly bonus means full-time assignment to a setting in a school building(s) or other instructional settings cited in §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 written verification under Section 8.01 of these Rules that they fulfill the foregoing requirements.

~~3.13.03~~ “Completion of the certification process” ~~will be defined as officially being recognized~~ means the official NPPTS 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.

~~3.23.07~~ “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~~ 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.~~

3.08 “NBCT” means National Board Certified Teacher, as designated by the NBPTS.

~~3.43.09~~ “~~The~~ NBPTS Program Advisory Committee” (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.~~

~~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 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.~~

3.10 “State Board” means the Arkansas State Board of Education.

~~3.8~~3.11 “Starting bonus” means a one-time bonus 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.

3.12 “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 3.15

~~3.10~~3.13 “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.

~~3.11~~3.14 “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.

3.15 “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 initial certificate. The amount is \$5,000. 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 by:

4.01.1 Successfully completing the official application process established by the Department, which includes meeting the minimum application score established by the NBPTS Program Advisory Committee and approved by the State Board;

- 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 schools system ~~that can include the years following initial licensure~~, a current standard Arkansas teaching license, and current 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 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 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~~ the fees for the selected candidate's initial NBPTS candidacy and certification program components ~~initial participation fee, one retake entry fee,~~ and up to three (3) days of school release time to qualified teacher applicants as funds are available.
 - 5.02.1 The candidate is responsible for payment of the NBPTS application fee.

- 5.25.03 The Department shall pay a starting bonus in the first year of initial certification for a candidate selected under Section 4.00.
- 5.04 The Department shall pay ~~and~~ a yearly bonus for each of the remaining ~~nine~~ years of the initial 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~~ according to Sections 3.01 and 3.02 of these rules.
- 5.05 ~~This~~ The yearly bonus will also be paid for each of the remaining years of an initial ten-year certificate to:
- 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~~
- 5.2.35.05.1 ~~Any NBCT who is currently employed full-time as a building-level administrator in an Arkansas educational entity after working a minimum of three (3) years with National Board certification as a classroom teacher or as a building-level administrator or building-level assistant administrator in an Arkansas public school district.~~
- 5.2.45.05.2 ~~An NBCT may be employed full time holding National Board certification on or after August 1, 2009, who is currently employed full-time in an ADE-approved teacher preparation program at an institution of higher education after 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 as a teacher in an accredited teacher preparation program at a state-sponsored institution of higher education holding National Board certification on or after August 1, 2009.~~
- 5.05.3 An NBCT who moves into the state and teaches in an Arkansas public school classroom or assumes the position of building-level administrator in an Arkansas public school district, and who meets the remaining qualifications of the NBPTS program under these rules, for every remaining year in the life of the initial NBPTS certificate.
- 5.05.4 An Arkansas-licensed teacher who personally pays the expenses of NBPTS candidacy and becomes a NBCT, and who meets the remaining qualifications of the NBPTS program under these rules.

~~5.2.3-5.06~~ A bonus payment or any increase in a bonus payment shall not be made retroactively.

~~5.2.3-25.07~~ Bonuses shall be paid to those described in Section 5.02.3 of these rules thirty (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.

~~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 5.05.3

~~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 9.02

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

~~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 5.05.4

~~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

6.00 Repayment of Fees State Funds for NBPTS Program

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

6.01.1 Does not complete the certification process within three (3) years after entry selection under Section 4.00, unless that time is extended by the Department due to a change in the NBPTS policies or program;
or

6.01.2 Becomes a NBCT with the support of state funds, but does not teach in an Arkansas public school classroom in an Arkansas district is not an Arkansas classroom teacher or building-level administrator for the 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 achieving initial NBCT status.

6.02 A candidate may seek a waiver from the State Board of the requirement to repay
~~Repayment of funds is not required~~ if the candidate is forced to withdraw from candidacy due to:

6.02.1 Death or disability of the teacher; or

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

6.03 The State Board ~~can~~ may revoke a teaching license for failure to repay state funds.

7.00 Support Program for Teachers Selected to Participate in the NBPTS Candidacy-Program

7.01 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.

7.02 The support program includes:

7.01.1 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;

7.01.2 Providing information on the NBPTS Program state support ~~program~~ on the Department web site; and

7.01.3 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~~

~~necessary funds are appropriated to the Department.~~

8.00 Monitoring for the NBPTS Program

- 8.01 ~~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 initial certificate.
- 8.02 A person shall not receive either a starting bonus or a yearly bonus if the person:
- 8.02.1 Leaves the full-time employment of an Arkansas ~~public school district~~ educational entity in a qualifying position under Sections 3.01 and 3.02;
 - 8.02.2 Becomes employed as a district-level central office administrator ~~(subject to the provisions of Section 4.03)~~;
 - 8.02.3 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~~
 - 8.02.4 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
 - 8.02.5 Is receiving a financial incentive under the Department's Rules Governing Eligibility and Financial Incentives for the Arkansas Leadership Academy Master Principal Program.

9.00 Funding for NBPTS Candidacy and Certification

- 9.01 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(e)(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.~~
- 9.02 Available funds for the NBPTS Program are expended in this order of priority: (a) bonus incentives; (b) fees for the NBPTS candidacy and certification program components; (c) necessary program expenses; and (d) support system expenses.
 Moved from old 5.4

**ARKANSAS DEPARTMENT OF EDUCATION RULES GOVERNING
THE ENROLLMENT OF MILITARY DEPENDENTS**

1.00 REGULATORY AUTHORITY

1.01 These rules shall be known as the Arkansas Department of Education Rules Governing the Enrollment of Military Dependents.

1.02 The State Board of Education enacted these rules pursuant to its authority as set forth in Ark. Code Ann. § 6-18-107 and Ark. Code Ann. § 25-15-204.

2.00 DEFINITIONS

As used in these rules:

2.01 “Branch of the United States armed forces” means:

2.01.1 United States Army;

2.01.2 United States Air Force;

2.01.3 United States Marine Corps;

2.01.4 United States Navy;

2.01.5 Army or Air National Guard; or

2.01.6 United States Coast Guard.

2.02 “Military dependent” means a child who:

2.02.1 Is enrolled in kindergarten through grade twelve (K-12) in a public school;
and

2.02.2 Resides in the household of a person who is on active duty in or serving in
the reserve component of a branch of the United States armed forces.

2.03 “Public school” means a state-supported school or public charter school serving
students in prekindergarten, kindergarten, elementary, middle, or secondary
grades in Arkansas, and includes, without limitation:

2.03.1 Alternative learning environments;

2.03.2 The Arkansas School for the Blind;

2.03.3 The Arkansas School for the Deaf; and

2.03.4 The Arkansas School for Mathematics, Sciences, and the Arts.

3.00 REQUIRED REPORTS

3.01 The Department of Education shall require a public school to report the enrollment of a student who is a military dependent.

3.02 Public schools shall report the enrollment of a student who is a military dependent through the Arkansas Public School Computer Network.

3.03 If a public school does not report through the Arkansas Public School Computer Network, the Department of Education shall work with the school to collect the required reports.

**ARKANSAS DEPARTMENT OF EDUCATION EMERGENCY RULES
GOVERNING SCHOOLS OF INNOVATION
December 11, 2014**

1.00 PURPOSE

- 1.01 These rules shall be known as the Arkansas Department of Education Rules Governing the Schools of Innovation Program.
- 1.02 The purpose of these rules is to improve education in Arkansas and to set forth the process and procedures necessary to administer the Schools of Innovation Program.

2.00 AUTHORITY

- 1.03 The Arkansas State Board of Education promulgated these rules pursuant to the authority granted to it by Act 601 of 2013 and Ark. Code Ann. §§ 6-11-105 et seq. and 25-15-201 et seq.

3.00 DEFINITIONS

- 3.01 “District of innovation” means a public school district with one or more schools of innovation that has:
 - 3.01.1 Developed a school of innovation plan in compliance with Ark. Code Ann. § 6-15-2801 *et seq.* and these rules;
 - 3.01.2 Obtained necessary exceptions from laws, rules, and local policies to improve the educational performance of students from Commissioner of Education in accordance with Sections 8.00 and 10.00 of these rules; and
 - 3.01.3 Been approved as a district of innovation by the Commissioner of Education.
- 3.02 “Eligible employees” means the full-time employees who are employed at a school that is considering being designated as a school of innovation;
- 3.03 “Innovation” means a new or creative alternative to the existing instructional and administrative practices that is intended to improve academic performance and learning for all students;

- 3.04 “School council of innovation” means a body of individuals from a current or aspiring school of innovation composed of teachers, classified employees, the building-level principal or his or her administrative designee, parents, community members, a minimum of two (2) students from the school of innovation, and other interested parties selected by the council to participate, as referred to in Section 4.00 of these rules.
 - 3.04.1 The teacher representatives shall be elected by a majority vote of the school's licensed eligible employees.
 - 3.04.2 The classified representatives shall be elected by a majority vote of the school's classified eligible employees.
 - 3.04.3 The parent representatives shall be selected by a majority vote of the attendees at a meeting called for the purpose of selecting the school's parent representatives and shall have a child in the school to be eligible to serve on the council.
 - 3.04.4 Schools with a ten percent (10%) or greater minority student population shall have minority representation on the council.
- 3.05 “School of innovation” means a school that participates in a district of innovation to transform and improve teaching and learning.
- 3.06 The terms “exemption” and “exception” are used interchangeably in these Rules and refer to approval by the Commissioner of Education for a specific District or School of Innovation to depart from specific laws, rules or regulations governing public school districts.

4.00 COUNCIL OF INNOVATION

- 4.01 The school council of innovation shall:
 - 4.01.1 Generate innovative ideas and proposals of its own;
 - 4.01.2 Determine a method for requesting innovative ideas and proposals from school employees, community members, and other stakeholders to be submitted to the council;
 - 4.01.3 Receive innovative ideas and proposals from school employees, community members, and other stakeholders;
 - 4.01.4 Consider all innovative ideas and proposals submitted by community members and other stakeholders; and

- 4.01.5 Determine the content and format of the plan that will be voted on by the eligible employees.
- 4.02 The council may create subcommittees, which may include non-council members, to work on developing portions of the plan; and
- 4.03 A school of innovation's plan is subject to the exceptions approved by the Commissioner of Education.

5.00 DESIGNATION AND REVOCATION

- 5.01 The Commissioner of Education may approve and designate a public school as a school of innovation for the purpose of transforming and improving teaching and learning.
 - 5.01.1 A school of innovation shall be approved and designated for a period of four (4) years and
 - 5.01.2 may be renewed for four-year periods thereafter, at the Commissioner's discretion.
 - 5.01.3 The Commissioner will notify the applicant in writing whether the Plan is approved or denied.
 - 5.01.3.1 If the Commissioner denies the application and declines to designate the applicant as a school of innovation, the Commissioner will include the reasons for the denial.
- 5.02 The Commissioner may revoke the school of innovation designation if a school fails to:
 - 5.02.1 Substantially fulfill the school's innovation plan;
 - 5.02.2 Meet goals and performance targets; or
 - 5.02.3 Comply with applicable laws or rules.
- 5.03 A revocation of the Commissioner's designation of a school of innovation may be made at any time.
- 5.04 The Commissioner's decision to approve or deny an application, or to revoke a school's designation shall be a final decision.
- 5.05 The Commissioner's decision cannot be appealed.

6.00 PROGRAM REQUIREMENTS

- 6.01 Rules subject to exemption or modification for a school of innovation plan, if approved by the commissioner, are included in Section 10.00 of these rules.
- 6.02 Application, plan review, approval, and amendments
 - 6.02.1 The Application shall be in the form of a Plan of Innovation (Plan). Schools must apply online as directed on the Department of Education's website.
 - 6.02.2 Instructions for submission of the Plan shall be published on the Department of Education's website.
 - 6.02.3 Guidelines for submission of proposed amendments to the Plan shall be published on the Department of Education's website.
 - 6.02.4 Guidelines for requesting a four-year renewal shall be published on the Department of Education's website. The review of renewal applications will be based on the school of innovation's own statement of goals and performance targets as required by 7.02 of these rules.
- 6.03 Specific timelines for revisions prior to approval, amendments, and renewals, including any ongoing evaluations of a school of innovation, shall be posted on the Department of Education's website.
 - 6.03.1 ~~Beginning in school year 2014-2015, the~~ The deadline to submit original applications online is ~~March 4~~ January 30. The deadline to submit final revisions is ~~June 30~~ March 15.
- 6.04 Process for revocation of a designation as a District or school of innovation:
 - 6.04.1 The Commissioner will notify the District or School of Innovation in writing and include the reasons for the revocation.
 - 6.04.2 The Commissioner's decision to revoke a designation will be final.
- 6.05 Reporting requirements and oversight responsibility of the school of innovation and the Department of Education shall be published on the Department's website;

7.00 INNOVATION PLAN

- 7.01 A school district shall submit its school of innovation plan, approved by the school board of directors, to the Commissioner of Education for approval to become a school of innovation.
- 7.02 A school of innovation plan shall address without limitation:
 - 7.02.1 The goals and performance targets for the school of innovation, which may include:
 - 7.02.1.1 Reducing the achievement gap among one (1) or more groups of students by accelerating learning experiences for academically low- achieving students while increasing all student learning through the implementation of highly rigorous standards for student performance;
 - 7.02.1.2 Increasing student participation in curriculum options;
 - 7.02.1.3 Exploring new avenues for expanding students' college and career readiness;
 - 7.02.1.4 Motivating students by exploring innovative teaching and learning choices;
 - 7.02.1.5 Transforming a school's culture and climate in a manner that will lead to transformative teaching and learning.
 - 7.02.1.6 Changes needed in the school that will lead to better prepared students for success in life and career; and
 - 7.02.1.7 Innovative practices to be used in the school of innovation.
- 7.03 The Plan shall include appropriate documentation of:
 - 7.03.1 Evidence of parental, school employee, and community engagement;
 - 7.03.2 Evidence of capacity for the changes proposed by the school of innovation;
 - 7.03.3 Rationale for law, rule, and local policy exception request;

- 7.03.4 Progress toward goals and performance targets;
- 7.03.5 Evidence of approval of eligible employees of a school of innovation, as required in Section 9.00 of these rules
- 7.03.6 Evidence of teacher collaboration and shared leadership responsibility within each school seeking to become a school of innovation.
- 7.03.7 A detailed budget and related financial information
- 7.03.8 References for research-based practices, and
- 7.03.9 Other information if requested by the Commissioner.

8.00 MANDATORY COMPLIANCE WITH EXISTING LAW

- 8.01 An approved school of innovation shall:
 - 8.01.1 Ensure that the same health, safety, civil rights, and disability rights requirements are in place as those that apply to all other public schools;
 - 8.01.2 Ensure that the high school curriculum offered meets or exceeds the minimum high school graduation requirements adopted by the State Board of Education;
 - 8.01.3 Adhere to financial audits, audit procedures, and audit requirements adopted by the state board for public school districts;
 - 8.01.4 Require criminal background checks for school employees and volunteers as required by law for public school districts;
 - 8.01.5 Comply with open records and open meeting requirements;
 - 8.01.6 Comply with purchasing limitations and requirements;
 - 8.01.7 Provide instructional time that:
 - 8.01.7 .1 Meets or exceeds the instructional time requirement adopted by the state board unless granted an exception by the Commissioner of Education.

8.01.7.2 Instructional time may include on-site instruction, distance or virtual learning, and work-based learning on nontraditional school days or hours;

8.01.8 Provide data requested by the Department of Education to generate reports; ~~and~~

8.01.9 Adhere to the Teacher Fair Dismissal Act, § 6-17-1501 et seq.; and

8.01.10 Adhere to the requirement to provide Highly Qualified Teachers.

Note: Federal laws or regulations may require teachers in certain, core subject areas to hold a teaching license (e.g. special education teachers who teach a core academic subject, English, reading, language arts, mathematics, science foreign languages, civics and government, economics, arts, history and geography).

9.00 ELECTION BY ELIGIBLE EMPLOYEES

9.01 Before a public school district submits a school of innovation plan to the commissioner, the eligible employees of each proposed school of innovation shall vote on whether the school shall be designated a school of innovation.

9.01.1 A minimum of sixty percent (60%) of the eligible employees voting in support of the school's designation as a school of innovation is required before the school's innovation plan may be submitted to the school board of directors for approval.

9.01.2 The school council of innovation shall be responsible for conducting the vote required under subdivision 9.01.1 of these rules.

10.00 EXCEPTIONS

10.01 A school of innovation plan may request exemptions from local policies and specific laws and rules approved for exemption or modification by the State Board, to include

10.01.1 Any provision of law or rule governing public school districts

10.01.2 which is *required* to implement or to support the Plan of Innovation

- 10.02 No exemptions will be granted from the Teacher Fair Dismissal Act, Ark. Code Ann. § 6-17-1501 et seq., or of any provision described in Section 8.00 of these rules.

11.00 NEGOTIATED EMPLOYMENT CONTRACTS

- 11.01 A public school district with a negotiated employment contract in place shall follow the procedure set forth within the contract that allows the implementation of a school of innovation.

12.00 EMERGENCY CLAUSE

WHEREAS, Act 601 of 2013, now codified at Ark. Code Ann. § 6-15-2801 et seq., created the District of Innovation Program and became effective on or about April 4, 2013; and

WHEREAS, Ark. Code Ann. § 6-15-2802 requires the Arkansas Department of Education to receive and review applications for the District of Innovation Program; and

WHEREAS, in order to review schools of innovation applications and provide adequate opportunity for applicants to submit revisions to those applications for the 2015-2016 school year, the Arkansas Department of Education should receive applications by January 30, 2015;

THEREFORE, the State Board of Education hereby determines pursuant to Ark. Code Ann. § 25-15-204 that imminent peril to the welfare of Arkansas public school students, parents and public school districts will result without the immediate promulgation of these rules.

**ARKANSAS DEPARTMENT OF EDUCATION RULES GOVERNING
SCHOOLS OF INNOVATION
~~June 22, 2014~~**

1.00 PURPOSE

- 1.01 These rules shall be known as the Arkansas Department of Education Rules Governing the Schools of Innovation Program.
- 1.02 The purpose of these rules is to improve education in Arkansas and to set forth the process and procedures necessary to administer the Schools of Innovation Program.

2.00 AUTHORITY

- 1.03 The Arkansas State Board of Education promulgated these rules pursuant to the authority granted to it by Act 601 of 2013 and Ark. Code Ann. §§ 6-11-105 et seq. and 25-15-201 et seq.

3.00 DEFINITIONS

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 - 3.01.3 Been approved as a district of innovation by the Commissioner of Education.
- 3.02 “Eligible employees” means the full-time employees who are employed at a school that is considering being designated as a school of innovation;
- 3.03 “Innovation” means a new or creative alternative to the existing instructional and administrative practices that is intended to improve academic performance and learning for all students;

- 3.04 “School council of innovation” means a body of individuals from a current or aspiring school of innovation composed of teachers, classified employees, the building-level principal or his or her administrative designee, parents, community members, a minimum of two (2) students from the school of innovation, and other interested parties selected by the council to participate, as referred to in Section 4.00 of these rules.
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 - 3.04.2 The classified representatives shall be elected by a majority vote of the school's classified eligible employees.
 - 3.04.3 The parent representatives shall be selected by a majority vote of the attendees at a meeting called for the purpose of selecting the school's parent representatives and shall have a child in the school to be eligible to serve on the council.
 - 3.04.4 Schools with a ten percent (10%) or greater minority student population shall have minority representation on the council.
- 3.05 “School of innovation” means a school that participates in a district of innovation to transform and improve teaching and learning.
- 3.06 The terms “exemption” and “exception” are used interchangeably in these Rules and refer to approval by the Commissioner of Education for a specific District or School of Innovation to depart from specific laws, rules or regulations governing public school districts.

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- 4.01 The school council of innovation shall:
 - 4.01.1 Generate innovative ideas and proposals of its own;
 - 4.01.2 Determine a method for requesting innovative ideas and proposals from school employees, community members, and other stakeholders to be submitted to the council;
 - 4.01.3 Receive innovative ideas and proposals from school employees, community members, and other stakeholders;
 - 4.01.4 Consider all innovative ideas and proposals submitted by community members and other stakeholders; and

- 4.01.5 Determine the content and format of the plan that will be voted on by the eligible employees.
- 4.02 The council may create subcommittees, which may include non-council members, to work on developing portions of the plan; and
- 4.03 A school of innovation's plan is subject to the exceptions approved by the Commissioner of Education.

5.00 DESIGNATION AND REVOCATION

- 5.01 The Commissioner of Education may approve and designate a public school as a school of innovation for the purpose of transforming and improving teaching and learning.
 - 5.01.1 A school of innovation shall be approved and designated for a period of four (4) years and
 - 5.01.2 may be renewed for four-year periods thereafter, at the Commissioner's discretion.
 - 5.01.3 The Commissioner will notify the applicant in writing whether the Plan is approved or denied.
 - 5.01.3.1 If the Commissioner denies the application and declines to designate the applicant as a school of innovation, the Commissioner will include the reasons for the denial.
- 5.02 The Commissioner may revoke the school of innovation designation if a school fails to:
 - 5.02.1 Substantially fulfill the school's innovation plan;
 - 5.02.2 Meet goals and performance targets; or
 - 5.02.3 Comply with applicable laws or rules.
- 5.03 A revocation of the Commissioner's designation of a school of innovation may be made at any time.
- 5.04 The Commissioner's decision to approve or deny an application, or to revoke a school's designation shall be a final decision.
- 5.05 The Commissioner's decision cannot be appealed.

6.00 PROGRAM REQUIREMENTS

- 6.01 Rules subject to exemption or modification for a school of innovation plan, if approved by the commissioner, are included in Section 10.00 of these rules.
- 6.02 Application, plan review, approval, and amendments
 - 6.02.1 The Application shall be in the form of a Plan of Innovation (Plan). Schools must apply online as directed on the Department of Education's website.
 - 6.02.2 Instructions for submission of the Plan shall be published on the Department of Education's website.
 - 6.02.3 Guidelines for submission of proposed amendments to the Plan shall be published on the Department of Education's website.
 - 6.02.4 Guidelines for requesting a four-year renewal shall be published on the Department of Education's website. The review of renewal applications will be based on the school of innovation's own statement of goals and performance targets as required by 7.02 of these rules.
- 6.03 Specific timelines for revisions prior to approval, amendments, and renewals, including any ongoing evaluations of a school of innovation, shall be posted on the Department of Education's website.
 - 6.03.1 ~~Beginning in school year 2014-2015, the~~ The deadline to submit original applications online is ~~March 4~~ January 30. The deadline to submit final revisions is ~~June 30~~ March 15.
- 6.04 Process for revocation of a designation as a District or school of innovation:
 - 6.04.1 The Commissioner will notify the District or School of Innovation in writing and include the reasons for the revocation.
 - 6.04.2 The Commissioner's decision to revoke a designation will be final.
- 6.05 Reporting requirements and oversight responsibility of the school of innovation and the Department of Education shall be published on the Department's website;

7.00 INNOVATION PLAN

- 7.01 A school district shall submit its school of innovation plan, approved by the school board of directors, to the Commissioner of Education for approval to become a school of innovation.
- 7.02 A school of innovation plan shall address without limitation:
 - 7.02.1 The goals and performance targets for the school of innovation, which may include:
 - 7.02.1.1 Reducing the achievement gap among one (1) or more groups of students by accelerating learning experiences for academically low- achieving students while increasing all student learning through the implementation of highly rigorous standards for student performance;
 - 7.02.1.2 Increasing student participation in curriculum options;
 - 7.02.1.3 Exploring new avenues for expanding students' college and career readiness;
 - 7.02.1.4 Motivating students by exploring innovative teaching and learning choices;
 - 7.02.1.5 Transforming a school's culture and climate in a manner that will lead to transformative teaching and learning.
 - 7.02.1.6 Changes needed in the school that will lead to better prepared students for success in life and career; and
 - 7.02.1.7 Innovative practices to be used in the school of innovation.
- 7.03 The Plan shall include appropriate documentation of:
 - 7.03.1 Evidence of parental, school employee, and community engagement;
 - 7.03.2 Evidence of capacity for the changes proposed by the school of innovation;
 - 7.03.3 Rationale for law, rule, and local policy exception request;

- 7.03.4 Progress toward goals and performance targets;
- 7.03.5 Evidence of approval of eligible employees of a school of innovation, as required in Section 9.00 of these rules
- 7.03.6 Evidence of teacher collaboration and shared leadership responsibility within each school seeking to become a school of innovation.
- 7.03.7 A detailed budget and related financial information
- 7.03.8 References for research-based practices, and
- 7.03.9 Other information if requested by the Commissioner.

8.00 MANDATORY COMPLIANCE WITH EXISTING LAW

- 8.01 An approved school of innovation shall:
 - 8.01.1 Ensure that the same health, safety, civil rights, and disability rights requirements are in place as those that apply to all other public schools;
 - 8.01.2 Ensure that the high school curriculum offered meets or exceeds the minimum high school graduation requirements adopted by the State Board of Education;
 - 8.01.3 Adhere to financial audits, audit procedures, and audit requirements adopted by the state board for public school districts;
 - 8.01.4 Require criminal background checks for school employees and volunteers as required by law for public school districts;
 - 8.01.5 Comply with open records and open meeting requirements;
 - 8.01.6 Comply with purchasing limitations and requirements;
 - 8.01.7 Provide instructional time that:
 - 8.01.7 .1 Meets or exceeds the instructional time requirement adopted by the state board unless granted an exception by the Commissioner of Education.

8.01.7.2 Instructional time may include on-site instruction, distance or virtual learning, and work-based learning on nontraditional school days or hours;

8.01.8 Provide data requested by the Department of Education to generate reports; ~~and~~

8.01.9 Adhere to the Teacher Fair Dismissal Act, § 6-17-1501 et seq.; and

8.01.10 Adhere to the requirement to provide Highly Qualified Teachers.

Note: Federal laws or regulations may require teachers in certain, core subject areas to hold a teaching license (e.g. special education teachers who teach a core academic subject, English, reading, language arts, mathematics, science foreign languages, civics and government, economics, arts, history and geography).

9.00 ELECTION BY ELIGIBLE EMPLOYEES

9.01 Before a public school district submits a school of innovation plan to the commissioner, the eligible employees of each proposed school of innovation shall vote on whether the school shall be designated a school of innovation.

9.01.1 A minimum of sixty percent (60%) of the eligible employees voting in support of the school's designation as a school of innovation is required before the school's innovation plan may be submitted to the school board of directors for approval.

9.01.2 The school council of innovation shall be responsible for conducting the vote required under subdivision 9.01.1 of these rules.

10.00 EXCEPTIONS

10.01 A school of innovation plan may request exemptions from local policies and specific laws and rules approved for exemption or modification by the State Board, to include

10.01.1 Any provision of law or rule governing public school districts

10.01.2 which is *required* to implement or to support the Plan of Innovation

- 10.02 No exemptions will be granted from the Teacher Fair Dismissal Act, Ark. Code Ann. § 6-17-1501 et seq., or of any provision described in Section 8.00 of these rules.

11.00 NEGOTIATED EMPLOYMENT CONTRACTS

- 11.01 A public school district with a negotiated employment contract in place shall follow the procedure set forth within the contract that allows the implementation of a school of innovation.