AGENDA
STATE BOARD OF EDUCATION

January 10, 2014

Arkansas Department of Education

ADE Auditorium

9:00 AM

Back Print

Consent Agenda

C-1 Minutes - December 16, 2013

Presenter: *Deborah Coffman*

C-2 Commitment to Principles of Desegregation Settlement Agreement: Report on the Execution of the Implementation Plan

By the Court Order of December 1, 1993, the Arkansas Department of Education (ADE) is required to file a monthly Project Management Tool (PMT) to the court and the parties to assure its commitment to the Desegregation Plan. This report describes the progress the ADE has made since March 15, 1994, in complying with the provisions of the Implementation Plan (Plan) and itemizes the ADE's progress against the timelines presented in the Plan. The January report summarizes the PMT for December.

Presenter: *John Hoy and Willie Morris*

C-3 Newly Employed, Promotions and Separations

The applicant data from this information is used to compile the Applicant Flow Chart forms for the Affirmative Action Report, which demonstrates the composition of applicants through the selecting, hiring, promoting and terminating process.

Presenter: *Dr. Karen Walters*

C-4 Report on Waivers to School Districts for Teachers Teaching Out of Area for Longer than Thirty (30) Days, Ark. Code Ann. §6-17-309

Arkansas Code Annotated §6-17-309 requires local school districts to secure a waiver when classrooms are staffed with unlicensed teachers for longer than 30 days. Requests were received from 16 school districts covering a total of 28 waivers. There were also requests for long-term substitutes from 19 school districts requesting a total of 22 waivers for long-term substitutes. None of these requests were from a district in academic distress. These requests have been reviewed, and have either approved or denied by Department Staff, and are consistent with program guidelines.

Presenter: *Dr. Karen Walters*

C-5 Interim Report Fiscal Year 2013-14 Summary of Activities for the Standards Assurance Unit (SAU)

This report is being submitted in compliance with A.C.A. § 6-15-102 (g) (1) and (2).

Presenter: *Johnie Walters*

C-6 Consideration of the Recommendation of the Professional Licensure Standards Board for Case #13-145A – Lisa Autumn Lawrence

Violation of Standard 3: An educator honestly fulfills reporting obligations associated with professional practices; and Violation of Standard 6: An educator keeps in confidence information about students and colleagues obtained in the course of professional service, including, secure standardized test materials and results, unless disclosure serves a professional purpose or is allowed or required by law. The Professional Licensure Standards Board Ethics Subcommittee is recommending probation of the license of Lisa Autumn Lawrence for two (2) years and a fine of $75. Ms. Lawrence was notified by letter, dated November 15, 2013, of the recommendation of the Ethics Subcommittee. The certified letter was returned unclaimed but the regular letter was not returned. Ms. Lawrence has not responded within the required time period.

Presenter: *Michael Smith*

C-7 Consideration of the Recommendation of the Professional Licensure Standards Board for Case #13-145B – Cheyenne Erin Lott

Violation of Standard 3: An educator honestly fulfills reporting obligations associated with professional practices; and Violation of Standard 6: An educator keeps in confidence information about students and colleagues obtained in the course of professional service, including, secure standardized test materials and results, unless disclosure serves a professional purpose or is allowed or required by law. The Professional Licensure Standards Board Ethics Subcommittee is recommending probation of the license of Cheyenne Erin Lott for one (1) year and a fine of $75. Ms. Lott was notified by letter, dated November 15, 2013, of the recommendation of the Ethics Subcommittee. Ms. Lott accepted the recommendation on December 13, 2013.

Presenter: *Michael Smith*

C-8 Consideration of the Recommendation of the Professional Licensure Standards Board for Case #13-150 – Douglas Brian Martin

Violation of Standard 1: An educator maintains a professional relationship with each student, both in and outside the classroom; and Violation of Standard 2: An educator maintains competence regarding skills, knowledge, and dispositions relating to his/her organizational position, subject matter, and/or pedagogical practice. The Professional Licensure Standards Board's Ethics Subcommittee is recommending that Douglas Brian Martin be issued a Written Warning, receive training on the Arkansas Code of Ethics on Arkansas IDEAS, and within 60 days of the State Board's Order provide documentation from Arkansas IDEAS that he received the Code of Ethics training. Mr. Martin was notified by letter, dated October 18, 201, of the recommendation of the Ethics Subcommittee. The certified letter was delivered and signed for on October 25, 2013. Mr. Martin has not responded within the required time period.

Presenter: *Michael Smith*

C-9 Consideration of the Recommendation of the Professional Licensure Standards Board for Case #13-180 – Timothy Daniel Gentry

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 is recommending suspension of the license of Timothy Daniel Gentry for three (3) years and a fine of $100. Mr. Gentry was notified by letter, dated November 18, 2013, of the recommendation of the Ethics Subcommittee. The certified letter was delivered and signed for on November 19, 2013. Mr. Gentry has not responded within the required time period.

Presenter: *Michael Smith*

C-10 Consideration of the Recommendation of the Professional Licensure Standards

Board for Case #T13-008 – Don Amos Turnipseed

Violation of Standard 6: An educator keeps in confidence information about students and colleagues obtained in the course of professional service, including, secure standardized test materials and results, unless disclosure serves a professional purpose or is allowed or required by law. The Professional Licensure Standards Board Ethics Subcommittee is recommending that Don Amos Turnipseed is issued a Written Reprimand, a fine of $50, and additional training on Test Administration prior to proctoring/administering Standard Tests, at the educator's expense. Mr. Turnipseed was notified by letter, dated November 15, 2013, of the recommendation of the Ethics Subcommittee. The certified letter was delivered and signed for on November 19, 2013. Mr. Turnipseed has not responded within the required time period.

Presenter: *Michael L. Smith*

C-11 Consideration of the Recommendation of the Professional Licensure Standards Board for Case #T13-013 – Randi Renee Perkins

Violation of Standard 6: An educator keeps in confidence information about students and colleagues obtained in the course of professional service, including, secure standardized test materials and results, unless disclosure serves a professional purpose or is allowed or required by law. The Professional Licensure Standards Board Ethics Subcommittee is recommending that Randi Renee Perkins be issued a Written Reprimand, a fine of $50, and provide a written statement as to how the testing training required by her district will affect her future test administration. The statement should be submitted to the PLSB by May 1, 2014. Failure to comply may result in future disciplinary actions. Ms. Perkins was notified by letter, dated October 18, 2013, of the recommendation of the Ethics Subcommittee. The certified letter was delivered and signed for on October 23, 2013. Ms. Perkins has not responded within the required time period.

Presenter: *Michael Smith*

Action Agenda

A-1 Annual Report for Academics Plus Charter School

On April 9, 2012, the State Board of Education approved a three-year renewal of the Academics Plus Charter. During the renewal process, an annual review was requested and the charter submitted its second annual report to the Arkansas Department of Education in September 2013. The annual report includes demographic data and progress toward meeting the academic goals approved during renewal. During the December 9, 2013 meeting, the Board pulled the report from the consent agenda and requested a follow-up discussion at the next Board meeting.

Presenter: *Mary Perry*

A-2 Annual Report for Arkansas Virtual Academy

On April 9, 2012, the State Board of Education approved a three-year renewal of the Arkansas Virtual Academy charter. During the renewal process, an annual review was requested and the charter submitted its second annual report to the Arkansas Department of Education in September 2013. The annual report includes demographic data and progress toward meeting the academic goals approved during renewal. During the December 9, 2013 meeting, the Board pulled the report from the consent agenda and requested a follow-up discussion at the next Board meeting.

Presenter: *Mary Perry*

A-3 Annual Report for Benton County School of the Arts

On April 9, 2012, the State Board of Education approved a three-year renewal of the Benton County School of the Arts charter. During the renewal process, an annual review was requested and the charter submitted its second annual report to the Arkansas Department of Education in September 2013. The annual report includes demographic data and

progress toward meeting the academic goals approved during renewal. During the December 9, 2013 meeting, the Board pulled the report from the consent agenda and requested a follow-up discussion at the next Board meeting.

Presenter: *Mary Perry*

A-4 Hearing of Open-Enrollment Public Charter School Application: Quest Middle School of West Little Rock, Little Rock, Arkansas

On November 13-14, 2013, the Charter Authorizing Panel conducted hearings for open-enrollment charter applicants wanting to open schools in 2014-2015. Representatives of Quest Middle School of West Little Rock appeared before the panel on November 14 and requested that Responsive Education Solutions, the sponsoring entity, be allowed to open a charter in Little Rock to serve students in grades 6-12 with a maximum enrollment of 490. By unanimous vote, the panel approved the application for Quest Middle School of West Little Rock. Pursuant to Ark. Code Ann. § 6-23-701 et seq., the Little Rock School District requested the State Board of Education conduct a hearing to review the decision made by the Charter Authorizing Panel. At the State Board of Education meeting on December 16, 2013, the Board voted to review the Charter Authorizing Panel's decision.

Presenter: *Mary Perry*

A-5 Hearing of Open-Enrollment Public Charter School Application: Redfield Tri-County Charter School

On November 13-14, 2013, the Charter Authorizing Panel conducted hearings for open-enrollment charter applicants wanting to open schools in 2014-2015. On November 14, a representative of the Redfield Tri-County Charter School appeared before the panel and requested that Redfield Tri-County Charter School, the sponsoring entity, be allowed to open a charter in Redfield to serve students in grades 5-12 with a maximum enrollment of 375. By unanimous vote, the panel denied the application for Redfield Tri-County Charter School. Pursuant to Ark. Code Ann. § 6-23-701 et seq., the applicant requested the State Board of Education conduct a hearing to review the decision made by the Charter Authorizing Panel. At the State Board of Education meeting on December 16, 2013, the Board voted to review the Charter Authorizing Panel's decision.

Presenter: *Mary Perry*

A-6 Consider Recommendation for New Praxis Agriculture Sciences and Technology Test

Educational Testing Service (ETS) has updated its Praxis™ Agriculture (0700) test, which the Arkansas State Board of Education adopted as the state's Agriculture Sciences and Technology content test beginning January 1, 2002. The new test is Praxis™ Agriculture (5701). To support the decision-making process of education agencies establishing a passing score (cut score) for the Praxis™ Agriculture (5701) test, research staff from ETS designed and conducted a multistate standard-setting study during September 2013 in Princeton, New Jersey. Twenty-eight panelists (including two from Arkansas) from 18 states were recommended by their respective education agencies. The education agencies recommended panelists with (a) experience as either agriculture teachers or college faculty who prepare agriculture teachers and (b) familiarity with the knowledge and skills required of beginning agriculture teachers. ETS provides a recommended passing score from the multistate standard-setting study to help education agencies determine an appropriate operational passing score. For the Praxis™ Agriculture (5701) test, the recommended passing score is 147 on a 100–200 scale. The two-hour assessment contains 120 selected response items covering seven content areas: Agribusiness Systems (approximately 14 items), Animal Systems (approximately 20 items), Food Science and Biotechnology Systems (approximately 14 items), Environmental and Natural Resource Systems (approximately 16 items), Plant Systems (approximately 20 items), Power, Structural, and Technical Systems (approximately 18 items), and Leadership and Career Development (approximately 18 items). The reporting scale for the Praxis Agriculture test ranges from 100 to 200 scaled-score points. The ADE recommends adopting the Praxis™

Agriculture (5701), replacing the Praxis™ Agriculture (0700), with a cut score of 147 effective September 1, 2014.

Presenter: *Michael Rowland*

A-7 Consider Recommendation of New Praxis Family and Consumer Science Test

Educational Testing Service (ETS) has updated its Praxis™ Family and Consumer Sciences (0121/5121) test, which the Arkansas State Board of Education adopted as the state's FCS content test beginning September 1, 2008. The new test will be Praxis™ Family and Consumer Sciences (5122). To support the decision-making process of education agencies establishing a passing score (cut score) for the Praxis™ Family and Consumer Sciences (5122) test, research staff from ETS designed and conducted a multistate standard-setting study during September 2013 in Princeton, New Jersey. Thirty-two panelists (including two from Arkansas) from 20 states were recommended by their respective education agencies. The education agencies recommended panelists with (a) experience as either Family and Consumer Sciences teachers or college faculty who prepare Family and Consumer Sciences teachers and (b) familiarity with the knowledge and skills required of beginning Family and Consumer Sciences teachers. ETS provides a recommended passing score from the multistate standard-setting study to help education agencies determine an appropriate operational passing score. For the Praxis Family and Consumer Sciences test, the recommended passing score is 153 on a 100–200 scale. The two-hour assessment contains 120 selected-response items covering six content areas: Food and Nutrition (approximately 26 items), Housing and Interior Design (approximately 14 items), Textiles, Fashion, and Apparel (approximately 14 items), Human Development and Interpersonal Relationships (approximately 24 items), Foundations of Family and Consumer Sciences Education (approximately 20 items), and Resource Management (approximately 22 items). The ADE recommends adopting the Praxis™ Family and Consumer Sciences (5122), replacing the Praxis™ Family and Consumer Sciences (0121/5121), with a cut score of 153 effective September 1, 2015.

Presenter: *Michael Rowland*

A-8 Consider Recommendation of New Praxis Gifted and Talented Test

Educational Testing Service (ETS) has updated its Praxis™ Gifted Education (0357) test, which the Arkansas State Board of Education adopted as the state's Gifted and Talented content test beginning September 1, 2007. The new test is Praxis™ Gifted Education (5358). To support the decision-making process of education agencies establishing a passing score (cut score) for the Praxis™ Gifted Education (5358) test, research staff from ETS designed and conducted a multistate standard-setting study during November 2013 in Princeton, New Jersey. Eighteen panelists (including three from Arkansas) from seven states were recommended by their respective education agencies. The education agencies recommended panelists with (a) experience as either gifted education teachers or college faculty who prepare gifted education teachers and (b) familiarity with the knowledge and skills required of beginning gifted education teachers. ETS provides a recommended passing score from the multistate standard-setting study to help education agencies determine an appropriate operational passing score. For the Praxis™ Gifted Education (5358) test, the recommended passing score is 157 on a 100–200 scale. The two-hour assessment contains 120 selected-response items covering five content areas: Development and Characteristics of Gifted Students (approximately 25 items), Learning Environment for Gifted Students (approximately 23 items), Instruction of Gifted Students (approximately 33 items), Identification and Assessment of Gifted Students (approximately 22 items), and Professionalism (approximately 17 items). The ADE recommends adopting the Praxis™ Gifted Education (5358), replacing the Praxis™ Gifted Education (0357), with a cut score of 157 effective September 1, 2014.

Presenter: *Michael Rowland*

A-9 Consider Recommendation of New Praxis Physical Education and Health Test

Educational Testing Service (ETS) has updated its Praxis™Health and Physical Education: Content Knowledge (0856/5856) test, which the Arkansas State Board of Education adopted as the state's Physical Education and Health

content test beginning January 1, 2002. The new test will be Praxis™ Health and Physical Education: Content Knowledge (5857). To support the decision-making process of education agencies establishing a passing score (cut score) for the Praxis™ Health and Physical Education: Content Knowledge (5857) test, research staff from ETS designed and conducted a multistate standard-setting study during November 2013 in Princeton, New Jersey. Seventeen panelists (including two from Arkansas) from 11 states were recommended by their respective education agencies. The education agencies recommended panelists with (a) experience as either Health and Physical Education teachers or college faculty who prepare Health and Physical education teachers and (b) familiarity with the knowledge and skills required of beginning Health and Physical Education teachers. ETS provides a recommended passing score from the multistate standard-setting study to help education agencies determine an appropriate operational passing score. For the Praxis ™ Health and Physical Education: Content Knowledge (5857) test, the recommended passing score is 160 on a 100–200 scale. The two-hour-and-ten-minute test contains 130 selected-response items covering five content areas: Health Education as a Discipline/Health Instruction (approximately 26 items), Health Education Content (approximately 32 items), Content Knowledge and Student Growth and Development (approximately 22 items), Management, Motivation, and Communication/Collaboration, Reflection, and Technology (approximately 29 items), and Planning, Instruction, and Student Assessment (approximately 21 items). The ADE recommends adopting the Praxis™ Health and Physical Education: Content Knowledge (5857), replacing the Praxis™Health and Physical Education: Content Knowledge (0856/5856), with a cut score of 160 effective September 1, 2014.

Presenter: *Michael Rowland*

A-10 Consider Recommendation of New Praxis School Psychology Specialist Test

Educational Testing Service (ETS) has updated its Praxis™ School Psychologist (0401) test, which the Arkansas State Board of Education adopted as the state's School Psychology Specialist content test beginning July 1, 2002. The new test is Praxis™ School Psychology (5402). To support the decision-making process of education agencies establishing a passing score (cut score) for the Praxis™ School Psychology (5402) test, research staff from ETS designed and conducted a multistate standard-setting study during November 2013 in Princeton, New Jersey. The National Association of School Psychologists recommended panelists with (a) experience as either school psychologists or college faculty who prepare school psychologists and (b) familiarity with the knowledge and skills required of beginning school psychologists. ETS provides a recommended passing score from the multistate standard-setting study to help education agencies determine an appropriate operational passing score. For the Praxis™ School Psychology (5402) test, the recommended passing score is 147 on a 100–200 scale. The 2-hours-and-20-minute test contains 140 selected-response items covering four content areas: Professional Practices, Practices that Permeate All Aspects of Service and Delivery (approximately 42 items), Direct and Indirect Services for Children, Families, and Schools (Student- Level Services) (approximately 32 items), Systems-Level Services (approximately 22 items), and Foundations of School Psychological Service Delivery (approximately 44 items). The ADE recommends adopting the Praxis™ School Psychology (5402), replacing the Praxis™ School Psychology (0401), with a cut score of 147 effective September 1, 2014.

Presenter: *Michael Rowland*

A-11 Consideration for Public Comment: Code of Ethics for Arkansas Educators

The Department recommends changes to the Rules Governing the Code of Ethics for Arkansas Educators adopted by the Professional Licensure Standards Board to revise the wording of Standard 2 and its accompanying guideline, revise Standard 6 and create a new Standard 7 out of the former Standard 6 and revise the wording of the accompanying guidelines, renumber and revise the wording and accompanying guideline of Standard 8, implement a technical change made in Act 454 of the 2013 Regular Session, and implement new provisions in the Code of Ethics under Act 1323. After the State Board released the rules for public comment on October 14, 2013, the Department made additional changes to the rule. The Department staff respectfully requests the State Board authorize the release

of the proposed rules for a second public comment.

Presenter: *Cheryl Reinhart*

A-12 Consideration for Public Comment: Proposed New Policies Governing Programs for Educator Licensure Offered by Institutions of Higher Education in Arkansas

The Department recommends the promulgation of this new rule to replace outdated policies for Department approval of teacher education programs. The Department staff respectfully requests the State Board authorize the release of the proposed rule for public comment.

Presenter: *Cheryl Reinhart and Dr. Mike Lucas*

A-13 Consideration for Public Comment: Proposed Rules Governing Nontraditional Licensure Programs

The Department recommended changes to the Arkansas Department of Education Rules Governing Nontraditional Licensure Programs to implement Acts 413 and 454 of the 2013 Regular Session of the Arkansas General Assembly and to update other provisions. The State Board released the proposed rules for public comment on August 12, 2013. Department staff received public comments on the proposed rules and after careful consideration of the public comments and State Board member concerns, made revisions to the proposed rules. The Department staff respectfully requests the State Board authorize the release of the proposed rules for a second public comment period.

Presenter: *Cheryl Reinhart and Dr. Karen Walters*

A-14 Consideration for Public Comment: Proposed Rules Governing Professional Development

The Department recommends changes to the Arkansas Department of Education Rules Governing Professional Development to implement changes made to the Arkansas Code regarding professional development under Act 2 of the First Extraordinary Session of 2013. The Department staff respectfully requests the State Board authorize the release of the proposed rule for public comment.

Presenter: *Cheryl Reinhart and Dr. Megan Witonski*

A-15 Consideration for Public Comment: Proposed Rules Governing the Master Principal Program

The Department recommends changes to the Rules Governing the Master Principal Program to implement the changes to the Arkansas Code under Act 459 of the 2013 Regular Session and to update the rules. The Department staff respectfully requests the State Board authorize the release of the proposed rules for public comment.

Presenter: *Cheryl Reinhart*

A-16 Consideration for Final Approval: Rules Governing Ethical Guidelines and Prohibitions for Educational Administrators, Employees, Board Members, and Other Parties

Act 608 of 2013 amended Ark. Code Ann. § 6-24-101 et seq. relating to ethical prohibitions for administrators, board members, and employees. Revisions to these rules include the necessary changes based on Act 608 of 2013. The State Board approved these revisions for public comment on September 9, 2013. Public comments were received and additional revisions were made to the rules. The State Board released these rules for a second public comment period on November 4, 2013. One comment was received and an additional revision was made. Department staff respectfully requests the State Board give final approval to these rules.

Presenter: *Kendra Clay*

A-17 Consideration of Final Approval: Proposed Rules Governing the Leader Excellence and Development System

The Rules Governing the Leader Excellence and Development System (LEADS) implement an administrator evaluation system for school districts to evaluate administrators. The rule was approved for public comment on November 4, 2013. A public hearing was held on November 7, 2013, and the public comment period ended on December 9, 2013. As a result of public comments, some technical changes were made. The Department recommends the State Board of Education approve the rule as final.

Presenter: *Cheryl Reinhart and Dr. Karen Walters*

A-18 Consideration of Final Approval: Teacher Evaluation (repeal)

The State Board of Education released for public comment the repeal of the Teacher Evaluation rule at the October 14, 2013, meeting. A public hearing was held and the public comment period expired with no public comment. The Department staff respectfully requests that the Board adopt as final the repeal of this rule.

Presenter: *Cheryl Reinhart*

A-19 Consideration of Revocation of Teaching License: Lauren Brooke Buckner

The Department recommends revocation of the standard teaching license of Lauren Brooke Buckner. On August 1, 2013, Ms. Buckner was convicted of a disqualifying offense under Ark. Code Ann. § 6-17-410(c). The State Board shall not issue a first-time license nor renew an existing license and shall revoke any existing license not up for renewal of a person who has pled guilty or nolo contendere to or has been found guilty of a disqualifying offense listed in Ark. Code Ann. § 6-17-410(c). On November 13, 2013, the Department notified Ms. Buckner that the offense disqualifies her from holding an Arkansas teaching license and advised her of the opportunity for a hearing to request a waiver from the State Board. Ms. Buckner signed for the certified letter but has not requested a waiver or responded within the time period required.

Presenter: *Cheryl Reinhart*

A-20 Hearing on Waiver Request for Teaching License – Eneldia Berlanga-Thames

Eneldia Berlanga-Thames holds a standard teaching license. The Department notified Ms. Berlanga-Thames that a background check conducted for the purpose of her license renewal revealed a disqualifying offense under Ark. Code Ann. §6-17-410(c). Ms. Berlanga-Thames requested a hearing before the State Board to seek a waiver of the offense. She is represented by counsel, Greg Alagood.

Presenter: *Cheryl Reinhart*

A-21 Hearing on Waiver Request for Teaching License – Melvin T. Ewart

Melvin T. Ewart holds a lifetime teaching license. The Department notified Mr. Ewart that a background check conducted for the purpose of his employment at an Arkansas school district revealed a disqualifying offense under Ark. Code Ann. §6-17-410(c). Mr. Ewart requested a hearing before the State Board to seek a waiver of the offense. Mr. Ewart represents himself.

Presenter: *Cheryl Reinhart*

Reports

Report-1 Public Comment: Hunter Ray

Presenter: *Hunter Ray*

Minutes
State Board of Education Meeting
Monday, December 16, 2013

The State Board of Education met Monday, December 16, 2013, in the auditorium of the Department of Education building. Chair Brenda Gullett called the meeting to order at 9:00 a.m.

Present: Brenda Gullett, Chair; Sam Ledbetter, Vice-Chairman; Alice Mahony; Dr. Jay Barth; Vicki Saviers; Toyce Newton; Diane Zook; Mireya Reith; Alexia Weimer, Teacher of the Year; and Dr. Tom Kimbrell, Commissioner

Absent: Joe Black

Reports

Chair's Report

No report from Ms. Gullett.

Dr. Barth reported the Quality Digital Learning Study Group met recently and came to an agreement on the direction of the report. The report will highlight the great need for digital learning in the state. The final report should be released early 2014.

Commissioner's Report and Recognition of Jim Boardman, Assistant Commissioner

Commissioner Kimbrell recognized Assistant Commissioner Jim Boardman. Mr. Boardman has 43 years of service with the Department. Mr. Boardman was the key architect in getting Arkansas schools connected to the internet. He led the data quality campaign. Mr. Boardman will retire from the Department effective December 2013.

Update on Common Core State Standards, PARCC and School Improvement

Assistant Commissioner for the Division of Learning Services Dr. Megan Witonski reported Dr. Patricia Conner is the Department's new PARCC grant coordinator. Data show 4,000 plus unique visits to the STEM website on Arkansas IDEAS. Literacy Design Collaborative and Math Design Collaborative modules have been submitted to national panels for LDC/MDC. Educator Leader Cadre and Phoebe Bailey, Southwest Co-op Director, are working on open

education resources available at www.oercommons.org. Jane Dearworth, new literacy program manager, is working on a survey for literacy teachers related to the next resources needed by educators. NAEP test results were released recently and Arkansas reading scores were improved with math scores holding steady. PARCC field test training was provided on December 2 and 4. AETN/Arkansas IDEAS recorded the training and it is posted on http://ideas.aetn.org/commoncore/assessment. ADE, DIS, and Co-ops are making on-site visits in districts to provide support for digital learning.

Ms. Mahony observed in a middle-school pre-algebra class and primary math class and was impressed with the students' mathematical understanding.

Dr. Barth asked if the PARCC field test results would be released. Dr. Witonski noted the state field tests items every year. Results from field-testing are not released; instead the data are used to determine the best test items. Dr. Witonski also reported every school will have the opportunity to participate in a practice test from PARCC. This opportunity will give schools an example of the test and an opportunity to check the infrastructure.

Ms. Saviers asked about the next steps for priority schools. Dr. Witonski outlined the intensive support available to priority schools. School improvement specialists are in priority schools each week. Ms. Saviers would like to have a better understanding of the needs of priority schools and schools in academic distress. She suggested this topic for a Board work session. Dr. Barth requested data to develop a strategy to meet future take-over needs.

Ms. Gullett reported receiving several emails regarding concerns, fears, and misinformation regarding Common Core and next generation assessments. Dr. Witonski and team will continue to work on communication tools for schools, parents and communities. Ms. Gullett asked the team to continue to respectfully attempt to educate misinformed patrons.

Dr. Kimbrell reported states have the opportunity to request an ESEA Flexibility extension. The Department considers the extension a better option for Arkansas. The Department has requested a one-year wavier from USDOE for finalizing the test data that will be considered in the teacher evaluation calculation. Dr. Karen Walters reported that school leaders have received professional development regarding coaching and professional growth plans and these trainings are available on Arkansas IDEAS. Dr. Walters will collect feedback in the spring to design training for summer 2014.

Settlement Report

Department Attorney Jeremy Lasiter reported the tentative desegregation settlement agreement is posted http://arkansasag.gov/our-office/notice-of-

proposed-pulaski-county-school-desegregation-settlement/.

Recognition of the National Distinguished Educator for 2013-2014 – Michelle Hayward

Commissioner Kimbrell recognized Michelle Hayward as one of the best and the brightest. Ms. Hayward was recognized as the National Distinguished Educator for 2013-2014. She is the first Arkansan to receive this award. Ms. Hayward thanked the Board for their support of middle level students. Ms. Zook shared that her grandsons attend Ms. Hayward's school. Ms. Reith also recognized the great work of Ms. Hayward.

Recognition of 2014 Teacher of the Year - Jonathan Crossley

Commissioner Kimbrell recognized Jonathan Crossley as the 2014 Arkansas Teacher of the Year. Mr. Crossley is a first generation college graduate. Jonathan Crossley is in his fourth year of teaching as a high school literacy teacher at Palestine-Wheatley School District. His students have made remarkable gains on the state assessments and ACT. Mr. Crossley thanked Dr. Kimbrell and the Board for their support of students in the Delta.

Consent Agenda

The Board pulled C-7 and C-8 from the consent agenda.

C-7 Adoption of State Board of Education Meeting Dates for Calendar Year 2014

Dr. Barth moved, seconded by Ms. Mahony, to pull item C-7 from the consent agenda and move the item to the action agenda. The motion carried unanimously.

C-8 Annual Reports for Academics Plus Charter School, Arkansas Virtual Academy, and Benton County School of the Arts

Dr. Barth moved, seconded by Ms. Reith, to pull C-8 from the consent agenda. The motion carried unanimously.

Ms. Newton moved, seconded by Ms. Zook, to approve the consent agenda less C-7 and C-8. The motion carried unanimously.

Items included in the Consent Agenda:

- Minutes - November 4, 2013
- Commitment to Principles of Desegregation Settlement Agreement: Report on the Execution of the Implementation Plan
- 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.
- Review of Loan and Bond Applications
- Review of QZAB Allocation Application
- Consideration of the Recommendation of the Professional Licensure Standards Board for Case #12-148 – LaKenya Takako Riley
- Consideration of the Recommendation of the Professional Licensure Standards Board for Case #T13-006 – Angela Mynette Drennan
- Consideration of the Recommendation of the Professional Licensure Standards Board for Case #13-146 – Jeremy Rondal Wortham
- Consideration of the Recommendation of the Professional Licensure Standards Board for Case #13-151 – Edward Lynn Jones
- Consideration of Voluntary Surrender of Arkansas Educator's License – Case #14-006 – Harold William Cotton
- Consideration of Voluntary Surrender of Arkansas Educator's License – Case #13-034 – Courtney Elizabeth Speer

Action Agenda

The Board considered A-1, A-2, A-3 and A-4 together.

A-1 Consideration for Removal of Alpena School District from Fiscal Distress Classification effective December 9, 2013

A-2 Consideration for Removal of Brinkley School District from Fiscal Distress Classification Effective December 9, 2013.

A-3 Consideration for Removal of Hartford School District from Fiscal Distress Classification Effective December 9, 2013

A-4 Consideration for Removal of Hermitage School District from Fiscal Distress Classification Effective December 9, 2013

Ms. Newton moved, seconded by Ms. Saviers, to remove Alpena School District, Brinkley School District, Hartford School District, and Hermitage School District from fiscal distress classification effective December 9, 2013. The motion carried unanimously.

Consideration for Adoption of the Revised Foreign Language Frameworks

Dr. Tracy Tucker, Director of Curriculum and Instruction, explained Arkansas Law and ADE rules require the periodic revision of all curriculum frameworks. Content areas are due for revision every six years. The Arkansas frameworks for foreign languages were last revised in 2007; therefore, the ADE convened a revision committee during the summer of 2013 to develop recommendations to revise the frameworks. In accordance with Arkansas law and ADE rules, the committee consisted of representatives of urban, suburban, and rural districts and all five ACTAAP regions. The group included instructors of seven foreign languages ranging from kindergarten through the university level. The Curriculum and Instruction Unit recommended the adoption of the following revised frameworks: Modern Languages I-IV, to replace the group of twenty separate frameworks that currently guide the instruction of modern languages at the secondary school level; Spanish for Heritage and Native Speakers I-III, to replace the group of three frameworks that currently guide Spanish instruction at the secondary school level for students whose native or home language is Spanish; Latin I-II, to replace the pair of frameworks that currently guide the instruction of Latin at the secondary school level; K-8 Foreign Languages Acquisition; and K-8 Foreign Language Experiences. Contingent upon approval, these curriculum frameworks will be used in instruction in the 2014-2015 school year.

Ms. Saviers moved, seconded by Ms. Newton, to approve the Revised Foreign Language Frameworks. The motion carried unanimously.

A-6 Consideration for Public Comment: Arkansas Department of Education Rules Governing How to Meet the Needs of Children With Dyslexia

Department staff requested A-6 be pulled from the December agenda.

Consideration for Final Approval: Arkansas Department of Education Rules Governing the Administration of Glucagon to Arkansas Public School Students Suffering From Diabetes

Act 1232 of 2013 amended Ark. Code Ann. § 17-87-103 regarding the administration of glucagon by volunteer trained school personnel. The revisions to these rules are based on the legislative changes. The State Board released these rules for public comment on October 14, 2013. A public hearing was held on October 31, 2013. Written comments were received during the public comment period. No changes were made based on the comments. Department staff requested the State Board give final approval to these rules.

Dr. Barth moved, seconded by Ms. Reith, to approve the Arkansas Department

of Education Rules Governing the Administration of Glucagon to Arkansas Public School Students Suffering From Diabetes. The motion carried unanimously.

Ms. Zook and Ms. Mahony recognized the work and expertise of the Charter Authorizing Panel.

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

Mary Perry, Director of Charter Schools, stated on November 13-14, 2013, the Charter Authorizing Panel conducted hearings for open-enrollment charter applicants wanting to open schools in 2014-2015. Representatives of Capitol City Lighthouse Charter School appeared before the panel on November 13 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. Representatives of the North Little Rock School District and the Little Rock School District spoke in opposition to the charter. By a 5-1 vote, the panel denied the application for Capitol City Lighthouse 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.

Ray Girdler, a North Little Rock School District employee, spoke in opposition to the Open-Enrollment Public Charter School Application: Capitol City Lighthouse Charter School, North Little Rock, Arkansas.

Ms. Mahony moved, seconded by Ms. Reith, to not review the application for Capitol City Lighthouse Charter School. The motion carried unanimously.

Charter Authorizing Panel Action on Open-Enrollment Public Charter School Application: Young Adult Magic Johnson Bridgescape Academy of Crittenden County, Sunset, Arkansas

Mary Perry, Director of Charter Schools, stated on November 13-14, 2013, the Charter Authorizing Panel conducted hearings for open-enrollment charter applicants wanting to open schools in 2014-2015. Representatives of Young Adult Magic Johnson Bridgescape Academy of Crittenden County appeared before the panel on November 14, 2013, and requested that Osceola Communication, Business and Arts, Inc., the sponsoring entity, be allowed to open a charter in Sunset to serve students in grades 9-12 with a maximum enrollment of 250. A representative of the South Mississippi County School

District spoke to the panel. By unanimous vote, the panel tabled the application for Young Adult Magic Johnson Bridgescape Academy of Crittenden County. The hearing for the Young Adult Magic Johnson Bridgescape Academy of Crittenden County charter application continued on November 21, 2013. Representatives from the Marion School District and the West Memphis School District responded to inquiries from Charter Authorizing Panel members. With a vote of 5-1, the panel denied the application for the Young Adult Magic Johnson Bridgescape Academy of Crittenden County. 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.

Ms. Saviers moved, seconded by Ms. Mahony to not review the application for Young Adult Magic Johnson Bridgescape Academy of Crittenden County. The motion carried unanimously.

Charter Authorizing Panel Action on Open-Enrollment Public Charter School Application: Young Adult Magic Johnson Bridgescape Academy of Mississippi County, Osceola, Arkansas

Mary Perry, Director of Charter Schools, stated on November 13-14, 2013, the Charter Authorizing Panel conducted hearings for open-enrollment charter applicants wanting to open schools in 2014-2015. Representatives of Young Adult Magic Johnson Bridgescape Academy of Mississippi County appeared before the panel on November 14, 2013, and requested that Osceola Communication, Business and Arts, Inc., the sponsoring entity, be allowed to open a charter in Osceola to serve students in grades 9-12 with a maximum enrollment of 250. A representative of the South Mississippi County School District spoke to the panel. By a vote of 3-2 with one panel member absent for the vote, the panel tabled the application for Young Adult Magic Johnson Bridgescape Academy of Mississippi County. The hearing for the Young Adult Magic Johnson Bridgescape Academy of Mississippi County charter application continued on November 21, 2013. By unanimous vote, the panel denied the application for Young Adult Magic Johnson Bridgescape Academy of Mississippi County. 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.

Dr. Barth moved, seconded by Ms. Newton to not review the application for Young Adult Magic Johnson Bridgescape Academy of Mississippi County. The motion carried unanimously.

Charter Authorizing Panel Action on Requested Open-Enrollment Public Charter School Amendments: Arkansas Virtual Academy (ARVA)

Mary Perry, Director of Charter Schools, stated the State Board of Education approved the application for ARVA on October 13, 2004. The charter is approved to serve students in grades K-12 with a maximum enrollment of 3,000. Representatives of ARVA appeared before the Charter Authorizing Panel on November 13, 2013, and the panel approved the requested amendments to the current charter. 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.

Ms. Mahony moved to review the ARVA application. The motion failed for lack of a second.

Ms. Zook moved, seconded by Ms. Saviers, to not review the amendments for Arkansas Virtual Academy (ARVA). Five voted yes, Dr. Barth abstained and Ms. Mahony voted no. The final vote was 5-2. The motion carried.

Charter Authorizing Panel Action on Requested Open-Enrollment Public Charter School Amendments: KIPP Delta Public Schools

Mary Perry, Director of Charter Schools, stated the State Board of Education approved the application for KIPP Delta Public Schools on March 11, 2002. The charter is approved to serve students in grades K-12 with a maximum enrollment of 1,550. Representatives of KIPP appeared before the Charter Authorizing Panel on November 13, 2013, and the panel approved the requested amendments to the current charter. 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.

Ms. Mahony moved to review the KIPP Delta Public School amendments. Motion died for lack of a second.

Ms. Saviers moved, seconded by Ms. Newton to not review the amendments for KIPP Delta Public Schools. Six voted yes and Ms. Mahony voted no. The final vote was 6-1. The motion carried.

Charter Authorizing Panel Action on Requested Open-Enrollment Public

Charter School Amendments: Northwest Arkansas Classical Academy

Mary Perry, Director of Charter Schools, stated the State Board of Education approved the application for Northwest Arkansas Classical Academy on November 1, 2012. The charter is approved to serve students in grades K-12 with a maximum enrollment of 685. Representatives of Northwest Arkansas Classical Academy appeared before the Charter Authorizing Panel on November 13, 2013, and requested multiple waivers of laws and rules via the charter amendment request process. The panel approved some of the requested waivers and denied some of the requested waivers. 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.

Ms. Zook moved, seconded by Ms. Newton, to not review the amendments for Northwest Arkansas Classical Academy. The motion carried unanimously.

Charter Authorizing Panel Action on Requested Open-Enrollment Public Charter School Amendments: Premier High School of Little Rock

Mary Perry, Director of Charter Schools, stated the State Board of Education approved the application for Premier High School of Little Rock on November 1, 2012. The charter is approved to serve students in grades 9-12 with a maximum enrollment of 240. Representatives of Premier High School of Little Rock appeared before the Charter Authorizing Panel on November 13, 2013, and requested multiple waivers of laws and rules via the charter amendment request process. The panel granted approval for Premier High School of Little Rock to withdraw some of the requested waivers and approved all of the waiver requests that were not withdrawn. 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.

Ms. Saviers moved, seconded by Mr. Ledbetter, to not review the amendments for Premier High School of Little Rock. The motion carried unanimously.

Charter Authorizing Panel Action on Requested Open-Enrollment Public Charter School Amendments: Quest Middle School of Pine Bluff

Mary Perry, Director of Charter Schools, stated the State Board of Education approved the application for Quest Middle School of Pine Bluff on November 1, 2012. The charter is approved to serve students in grades 5-12 with a maximum

enrollment of 460. Representatives of Quest Middle School of Pine Bluff appeared before the Charter Authorizing Panel on November 13, 2013, and requested multiple waivers of laws and rules via the charter amendment request process. The panel granted approval for Quest Middle School of Pine Bluff to withdraw some of the requested waivers and approved all of the waiver requests that were not withdrawn. 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.

Ms. Reith moved, seconded by Dr. Barth, to not review the amendments for Quest Middle School of Pine Bluff. The motion carried unanimously.

Charter Authorizing Panel Action on Requested Open-Enrollment Public Charter School Amendment: Arkansas School for Integrated Academics and Technologies (SIATech)

Mary Perry, Director of Charter Schools, stated the State Board of Education approved the application for SIATech on January 14, 2011. The charter is approved to serve students in grades 9-12 with a maximum enrollment of 275. Representatives of SIATech appeared before the Charter Authorizing Panel on November 13, 2013, and the panel approved the requested amendment to the current charter. 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.

Ms. Reith moved, seconded by Ms. Newton, to not review the amendments for Arkansas School for Integrated Academics and Technologies (SIATech). The motion carried unanimously.

Charter Authorizing Panel Action on Requested District Conversion Public Charter School Amendments: Washington Academy in the Texarkana School District

Mary Perry, Director of Charter Schools, stated the State Board of Education approved the application for Washington Academy on January 14, 2013. The charter is approved to serve students in grades 9-12 with a maximum enrollment of 160. Representatives of Washington Academy appeared before the Charter Authorizing Panel on November 13, 2013, and the panel approved the requested amendments to the current charter. 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.

Dr. Barth moved, seconded by Ms. Saviers, to not review the amendments for Washington Academy in the Texarkana School District. The motion carried unanimously.

Little Rock School District Request for Review: Exalt Academy of Southwest Little Rock, Little Rock, Arkansas

Mary Perry, Director of Charter Schools, stated on November 13-14, 2013, the Charter Authorizing Panel conducted hearings for open-enrollment charter applicants wanting to open schools in 2014-2015. Representatives of Exalt Academy of Southwest Little Rock appeared before the panel on November 13 and requested that Exalt Education, Inc., the sponsoring entity, be allowed to open a charter in Little Rock to serve students in grades K-8 with a maximum enrollment of 540. A representative of the Little Rock School District spoke in opposition to the charter. By unanimous vote, the panel approved the application for Exalt Academy of Southwest Little Rock. Pursuant to Ark. Code Ann. § 6-23-701 et seq., the Little Rock School District requested the State Board of Education conduct a hearing at its January 2014 meeting to review the decision made by the Charter Authorizing Panel.

Ellen Smith, attorney for Little Rock School District, asked for a review of the Exalt Academy regarding economic viability of the school. LRSD is concerned the charter may open but not have the financial viability to economically sustain the charter school. LRSD asked the Board to review the charter school's financial plan.

Ben Lindquist, CEO of Exalt, said the budget was submitted to the Charter Authorizing Panel. The team has previous experience managing a charter school budget.

Ms. Zook moved, seconded by Ms. Newton, to not review the application for Exalt Academy of Southwest Little Rock. Six voted yes and Ms. Mahony voted no. The final vote was 6-1. The motion carried.

Little Rock School District Request for Review: Quest Middle School of West Little Rock, Little Rock, Arkansas

Mary Perry, Director of Charter Schools, stated on November 13-14, 2013, the Charter Authorizing Panel conducted hearings for open-enrollment charter applicants wanting to open schools in 2014-2015. Representatives of Quest

Middle School of West Little Rock appeared before the panel on November 14,2013, and requested that Responsive Education Solutions, the sponsoring entity, be allowed to open a charter in Little Rock to serve students in grades 6-12 with a maximum enrollment of 490. A representative of the Little Rock School District spoke in opposition to the charter. By unanimous vote, the panel approved the application for Quest Middle School of West Little Rock. Pursuant to Ark. Code Ann. § 6-23-701 et seq., the Little Rock School District requested that the State Board of Education conduct a hearing at its January 2014 meeting to review the decision made by the Charter Authorizing Panel.

Ellen Smith, attorney for Little Rock School District, asked for a review of the Quest application based on economic viability of model, plan to provide required curriculum/courses, and the effect of removing affluent students from LRSD.

Dr. Edwin Strickland, Arkansas Director of Responsive Solutions, said the Charter Authorizing Panel asked the same questions as brought forth by LRSD.

Sam Jones, representing PCSSD, raised the issue of sustainable enrollment for the proposed demographics.

Ms. Saviers moved, seconded by Ms. Zook, to not review the application for Quest Middle School of West Little Rock. Two voted yes and five voted no to the motion. Motion failed.

Dr. Barth moved, seconded by Ms. Reith to review the application for Quest Middle School of West Little Rock. Five voted yes and Ms. Saviers and Ms. Zook voted no to the review. The final vote was 5-2. The motion carried.

Applicant Request for Review: Ozark College and Career Academy, Springdale, Arkansas

Mary Perry, Director of Charter Schools, stated on November 13-14, 2013, the Charter Authorizing Panel conducted hearings for open-enrollment charter applicants wanting to open schools in 2014-2015. A representative of the Ozark College and Career Academy appeared before the panel on November 13,2013, and requested that Ozark, Inc., the sponsoring entity, be allowed to open a charter in Springdale to serve students in grades K-12 with a maximum enrollment of 250. A representative of the Springdale School District spoke in opposition to the charter. With a vote of 5-1, the panel denied the application for the Ozark College and Career Academy. Pursuant to Ark. Code Ann. § 6-23-701 et seq., the applicant requested the State Board of Education conduct a hearing at its January 2014 meeting to review the decision made by the Charter Authorizing Panel.

Clay Hendrix, Assistant Superintendent at Springdale, requested the Board

uphold the decision of the Charter Authorizing Panel.

Mr. Ledbetter moved, seconded by Ms. Reith, to not review the application for Ozark College and Career Academy. The motion carried unanimously.

Applicant Request for Review: Redfield Tri-County Charter School, Redfield, Arkansas

Mary Perry, Director of Charter Schools, stated on November 13-14, 2013, the Charter Authorizing Panel conducted hearings for open-enrollment charter applicants wanting to open schools in 2014-2015. A representative of the Redfield Tri-County Charter School appeared before the panel on November 14, 2013, and requested that Redfield Tri-County Charter School, the sponsoring entity, be allowed to open a charter in Redfield to serve students in grades 5-12 with a maximum enrollment of 375. By unanimous vote, the panel denied the application for Redfield Tri-County Charter School. Pursuant to Ark. Code Ann. § 6-23-701 et seq., the applicant requested the State Board of Education conduct a hearing at its January 2014 meeting to review the decision made by the Charter Authorizing Panel.

Amanda Kighte asked the Board to review the application because the Panel did not review the correct Redfield budget. A complete curriculum was not submitted but was outlined as requested in the application. No one spoke in opposition during the Panel review.

Ms. Zook moved, seconded by Ms. Newton, to review the application for Redfield Tri-County Charter School. Five voted yes and Mr. Ledbetter and Ms. Reith voted no to the motion. The final vote was 5-2. The motion carried.

Hearing on Waiver Request for Teaching License – Steven Trulock

Steven Trulock is a licensed educator who has requested a waiver of the grounds for nonrenewal of his standard teaching license. In 2005, Mr. Trulock was found guilty of a disqualifying offense under Ark. Code Ann. § 6-17-410(c). Mr. Trulock represented himself.

Ms. Mahony moved, seconded by Dr. Barth, to waive the disqualifying offense with a two-year probation for licensure. The motion carried unanimously.

A-23 Hearing on Recommendation for Revocation of Teaching License – Cody Martin

Action item A-23 was removed from the agenda.

Adoption of State Board of Education Meeting Dates for Calendar Year 2014

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. Department staff proposed to change the regular meeting dates to the second Thursday and Friday of each month with voting on the first date and reports on the second date of the month.

The proposed meeting dates include:

January 9-10, 2014
February 13-14, 2014
March 13-14, 2014
April 10-11, 2014
May 8-9, 2014
June 12-13, 2014
July 10-11, 2014
August 14-15, 2014
September 11-12, 2014
October 9-10, 2014
November 13-14, 2014
December 11-12, 2014

Dr. Barth moved, seconded by Ms. Saviers, to adopt the proposed State Board of Education Meeting Dates for Calendar Year 2014, with the provision of voting on January 10th. The motion carried unanimously.

Reports

Public Comment: Karen Lamoreaux

Ms. Karen Lamoreaux spoke in opposition to the Common Core State Standards.

Adjournment

The meeting adjourned at 1:44 p.m.

Minutes recorded by Deborah Coffman.

ADE'S PROJECT MANAGEMENT TOOL EXECUTIVE SUMMARY
DECEMBER 31, 2013

This document summarizes the progress that ADE has made in complying with the provisions of the Implementation Plan during the month of December 2013.

IMPLEMENTATION PHASE ACTIVITY

I. Financial Obligations

A. As of November 30, 2013, State Foundation Funding payments paid for FY 13/14 totaled $22,419,764 to LRSD, $13,389,576 to NLRSD, and $16,268,094 to PCSSD.

B. As of November 30, 2013, the Magnet Operational Charge paid for FY 13/14 totaled $14,296,899. The allotment for FY 13/14 was $14,296,899.

C. As of November 30, 2013, the M-to-M incentive checks paid for FY 13/14 totaled $1,614,836 to LRSD, $1,647,292 to NLRSD, and $4,242,780 to PCSSD.

D. ADE pays districts three equal installments each year for their transportation budgets. The final payment for 2012-2013 has been made and the first payment for 2013-2014 has been made.

1. In March 2013, General Finance made the second one-third payment to the Districts for their FY 12/13 transportation budgets. As of March 31, 2013, transportation payments for FY 12/13 totaled $1,530,000.00 to LRSD, $401,121.35 to NLRSD, and $1,151,841.67 to PCSSD.

2. In November 2013, General Finance made the last one-third payment to the Districts for their FY 12/13 transportation budgets. As of December 31, 2013, transportation payments for FY 12/13 totaled $4,949,013.00 to LRSD, $1,280,395.20 to NLRSD, and $3,032,169.40 to PCSSD.

3. In November 2013, General Finance made the first one-third payment to the Districts for their FY 13/14 transportation budgets. As of December 31, 2013, transportation payments for FY 13/14 totaled $1,653,166.67 to LRSD, $442,606.93 to NLRSD, and $1,117,324.98 to PCSSD.

E. The sixteen (16) new buses that were ordered for the three (3) districts have been delivered to the districts. They are listed below:

Little Rock	8	65 passenger buses	$71,073.00 each
NLR	2	65 passenger buses	$71,073.00 each
PCSSD	2	65 passenger buses	$71,073.00 each
	4	47 passenger buses	$69,314.00 each

Total Cost for the sixteen (16) buses is $1,130,132.00.

F. In July 2012, Finance paid the Magnet Review Committee $92,500. This was the total amount due for FY12/13.

G. In July 2012, Finance paid the Office of Desegregation Monitoring $200,000. This was the total amount due for FY 12/13.

II. Monitoring Compensatory Education

On October 3, 2013, the ADE Implementation Phase Working Group met to review the Implementation Phase activities from the previous quarter. Mr. Willie Morris, ADE Lead Planner for Desegregation, updated the group on all relevant desegregation issues. Mr. Scott Richardson, Assistant Attorney General, stated the depositions are over and approximately 40,000 pages of documentation have been submitted to the parties through the discovery process. Some parties asked for a continuance in the December trial but were denied. Trial is set for December 9, 2013 regarding the state's motion to be relieved from the 1989 settlement agreement. ADE will continue to provide assistance to PCSSD regarding desegregation issues in becoming unitary in all areas. The next Implementation Phase Working Group Meeting is scheduled for January 9, 2014 at 1:30 p.m. in the ADE Auditorium.

III. A Petition for Election for LRSD will be Supported Should a Millage be Required

Ongoing. All court pleadings are monitored monthly.

IV. Repeal Statutes and Regulations that Impede Desegregation

On July 1, 2013, the ADE sent a letter to Little Rock School District, North Little Rock School District, Pulaski County Special School District, Knight and Joshua Intervenors referencing Inquiry Regarding Statutes and Regulations Affecting Desegregation. On July 29, 2013, Pulaski County Special School District responded stating that Act 1227 of 2013 (Ark. Code Ann. 6-18-1901, et seq.) impedes desegregation. This statute permits students to leave their resident district for another district without regard to the racial composition of either district. Act 1227 replaced the School Choice Act of 1989 (Ark. Code Ann. 6-18-206).

V. Commitment to Principles

On December 16, 2013, the Arkansas State Board of Education reviewed and approved the PMT and its Executive Summary for the month of November.

VI. Remediation - Evaluate the impact of the use of resources for technical assistance

On November 12, 2013, Susan Gray, ADE Assessment Program Manager and Suzanne Knowles, ADE Assessment Specialist conducted a webinar of Assessment Overview. The webinar was a presentation to district test coordinators about the requirements for proper administration of the state mandated tests in the 2013-2014 school year. Little Rock School District, North Little Rock School District and Pulaski County Special School District participated.

On December 3, 2013, Melody Morgan, ADE Director of Student Assessment; Sheree Baird, ADE Social Studies Assessment Specialist; and Pearson, Inc. provided Partnership for Assessment of Readiness for College and Careers (PARCC) Training. The training was a presentation to district personnel about the requirements for the administration of PARCC field tests in the spring of 2014. The training was held at Maumelle High School in the Pulaski County Special School District. Little Rock School District, North Little Rock School District and Pulaski County Special School District attended.

On December 5, 2013, Charlotte Marvel, ADE Math Spec./Title II-A Program Manager/Assessment and Suzanne Knowles, ADE Assessment Specialist conducted a webinar of National Center and State Collaborative (NCSC) Assessment Overview. The webinar was a presentation to district personnel about the NCSC assessment to be administered in the 2014-2015 school year. Information about the 2014 field test was also presented. Pulaski County Special School District participated.

VII. Test Validation

The Arkansas Department of Education (ADE) has, for over fifteen (15) years, implemented a rigorous, statistically sound and nationally recognized process for developing questions for its state standardized assessments. This process continues on an ongoing basis.

Before a question appears on a state standardized exam to measure student achievement, the question must survive a strict review process that lasts at least two (2) years. The process includes a review of each draft question by an internal team of ADE content specialists, a Content Committee, a Bias Review Committee and a Committee of Practitioners. The ADE also relies upon trained psychometricians, a Technical Advisory Committee (TAC), and the federal peer review process to conduct ongoing evaluations of the ADE's standardized testing procedures to ensure that those procedures are reliable, valid and controlled for bias.

Part of the two-year review process includes a review of each draft test question by the Bias Review Committee. The committee specifically reviews each draft test question for bias or lack of cultural sensitivity. The Bias Review Committee consists of approximately ten (10) educators, program specialists and administrators from throughout Arkansas. This committee is responsible for reviewing all reading passages, test questions, and writing prompts to make certain that the questions are controlled for bias and are not insensitive to specific groups or individuals. Once each draft question is field tested, the Bias Review Committee meets again to review the results using student data disaggregated by demographic group to review indications of possible bias with regard to a particular question. The Bias Review Committee has the power to reject a draft question altogether or require the draft question to be revised. If the Bias Review Committee orders a draft question to be revised, the entire two-year review process begins anew.

Only a draft question that has been found acceptable at every stage of the bias review process may be placed on an operational test to measure student achievement.

VIII. In-Service Training

On November 8, 2013, ADE made a site visit to the Pulaski County Special School District Administration Building. PCSSD Division of Learning Services, ADE Professional Development Specialist and ADE School Improvement Supervisor met for the following purposes: 1) discuss questions from teachers regarding master scheduling that best meet students' needs; 2) reviewed the goals and work plans for the Learning Services Division; 3) assisting schools in management of test implementation for potential overlaps in dates to give The Learning Institute (TLI) interim assessments, Partnership for Assessment of Readiness for College and Careers (PARCC) pilot assessments and state required assessments; 4) attending scheduled technology trainings for the purpose of being prepared to support schools; 5) overview, background, guidelines of Elementary and Secondary Education Act (ESEA) Flexibility for Priority and Focus Schools; and 6) updates on revision process for Response to Intervention (RTi) and 504 Manual. The presenters were Dr. Laura Bednar, Deputy Superintendent; Dr. Richard Wilde, ADE School Improvement Supervisor; and Nickey Nichols; Response to Intervention (RTi) Coordinator. The audience consisted of Dr. Janice Warren and Dr. John Tackett, Directors of Elementary and Secondary Education; Djuna Dudeck, Susan Fletcher, Ellie Sullivan, Kiffany Davis, Jennifer Beasley, Dr. Yolaundra Williams, Lance LeVar and Josh Mills, Curriculum and Instruction Team; Sam Altschul, Director of Professional Development; Renee Dawson, Director of Curriculum; Kathy Goff, Director of Federal Programs; Dr. Laura Shirley, Talented and Gifted Coordinator; Danny Ebbs, Director of Athletics; Paula Rawls, Special Education Coordinator; John McCraney, Multi-Cultural Ed/Pathwise Coordinator; Robert Clowers, Education Accountability; LaJuana Green, District Test Coordinator; Pam Black, Director of Career Education; Reva Viswanathan, English Language Learner (ELL) Coordinator; and Karyl Bearden, ADE Professional Development Specialist.

VIII. In-Service Training (Continued)

On November 14, 2013, ADE provided professional development at the Pulaski County Special School District Administration Building regarding Literacy Design Collaborative (LDC) Day 5. In this workshop participants will develop a deeper understanding of the Common Core State Standards (CCSS) for literacy that also is specific to English Language Arts (ELA), Social Studies, Science and Elective/Career and Technical disciplines. ADE Specialist will do the following: 1) support and collaborate with teachers throughout this process; 2) explore templates for writing tasks; 3) understand the difference between a reading and writing assignment that deepens students' ability to read complex materials and to prepare written statements on those materials; and 4) create a two (2) to four (4) week module that will be used with students that aligns to standards specific to a discipline area. The presenters were Karyl Bearden and Kathy Mascuilli, ADE Professional Development Specialists; Keith Harris, ADE Curriculum and Instruction; Sherri Thorne, ADE Curriculum and Instruction, English Language Arts (ELA) Specialist; and Michele Snyder, Science Curriculum Specialist. The audience consisted of Little Rock School District, North Little Rock School District and PCSSD Middle and High School English, Social Studies/History and Science Teachers, administrators and instructional facilitators.

On November 15, 2013, ADE made a site visit to the Pulaski County Special School District Administration Building. PCSSD Division of Learning Services, ADE Professional Development Specialist and Arkansas Leadership Academy (ALA) met for the following purposes: 1) identify and publish core beliefs regarding work in Priority and Focus Schools; 2) reflect as a group and publish statements regarding the work of each group in relation to serving Priority and Focus Schools in PCSSD; 3) identify relationships, patterns, gaps, etc, in the work of provider groups; and 4) identify next steps for each group and collaborative efforts among the groups. The presenters were Belinda Akin, Jerry Vaugn, Joe Fisher, Joe Franks and Tim Bennett, Arkansas Leadership Academy (ALA) Capacity Builders. The audience consisted of Dr. Laura Bednar, Deputy Superintendent; Dr. Janice Warren and Dr. John Tackett, Directors of Elementary and Secondary Education; Djuna Dudeck, Susan Fletcher, Ellie Sullivan, Kiffany Davis, Jennifer Beasley, Dr. Yolaundra Williams, Lance LeVar and Josh Mills, Curriculum and Instruction Team; Sam Altschul, Director of Professional Development; Renee Dawson, Director of Curriculum; Kathy Goff, Director of Federal Programs; Dr. Laura Shirley, Talented and Gifted Coordinator; Danny Ebbs, Director of Athletics; Paula Rawls, Special Education Coordinator; Nickey Nichols, Intervention Specialist; John McCraney, Multi-Cultural Ed/Pathwise Coordinator; Robert Clowers, Education Accountability; LaJuana Green, District Test Coordinator; Pam Black, Director of Career Education; Reva Viswanathan, English Language Learner (ELL) Coordinator; Dr. Richard Wilde, ADE School Improvement Supervisor; and Karyl Bearden, ADE Professional Development Specialist.

On November 11-15, 2013, ADE made a site visit to the Pulaski County Special School District Administration Building. Curriculum and Instruction Coordinators met for the following purposes: 1) evidence of impact of the work done to support schools; 2) development of professional growth plans; 3) analysis of curriculum and instruction using Scholastic Audit Standards 1 and 3; 4) curriculum maps progress report; and 5) concerns and next steps. The presenter was Renee Dawson, Director of Curriculum. The audience consisted of Djuna Dudeck, Susan Fletcher, Ellie Sullivan, Kiffany Davis, Jennifer Beasley, Dr. Yolaundra Williams and Lance LeVar, Curriculum and Instruction Team.

VIII. In-Service Training (Continued)

On November 11-15, 2013, ADE made a site visit to the Pulaski County Special School District Administration Building. ADE School Improvement Supervisor met with Fuller Middle School Principal, Arkansas Leadership Academy (ALA) External Support Provider and ADE Professional Development Specialist to review Elementary and Secondary Education Act (ESEA) Flexibility guidelines, to establish expected roles for each support provider and how to best support schools in Needs Improvement Focus Status. The presenter was Dr. Richard Wilde, ADE School Improvement Supervisor. The audience consisted of Dr. John Tackett, Director of Secondary Education; Brent Mitchell, Fuller Middle School Principal; Joe Fisher, External Support Provider Arkansas Leadership Academy (ALA); and Karyl Bearden, ADE Professional Development Specialist.

On November 19, 2013, ADE made a site visit to Wakefield Elementary School in the Little Rock School District regarding Focus School Monitoring. Kathy Mascuilli monitored the Targeted Improvement Plan (TIP) and met with the principal and two academic coaches to complete the 2012-2013 Interim Measurable Objectives (IMO) report and update the 2013-2014 Interim Measurable Objectives (IMO) report. The leadership team meeting was held and the discussion centered around the work the external provider, Pearson, Inc. is doing in Wakefield Elementary School. The presenter was Kathy Mascuilli, ADE Professional Development Specialist. The audience consisted of Les Taylor, Principal; Constance Hansen, Math Coach; and Jennifer Salinas, Literacy Coach.

On November 19, 2013, ADE conducted a meeting at Robinson High School in the Pulaski County Special School District. Sherri Thorne met with the principal and Math Instructional Facilitator to plan future support for Literacy Design Collaborative (LCD). LDC participants were identified and a meeting date was set for January 17, 2014, for professional development during the teachers' preparation periods. The presenter was Sherri Thorne, ADE English Language Arts (ELA) Specialist, Curriculum and Instruction. The audience consisted of Mary Carolyn Bailey, Principal; Eleanor Jester, Math Instructional Facilitator; Stacy Jones, 12th Grade English Teacher; Briana Williams, 9th Grade Pre-AP English Teacher; and Sammy Grimes, Physics Teacher.

On November 19, 2013, ADE conducted a meeting at Mills University Studies High School in the Pulaski County Special School District. Sherri Thorne met with the principal and the Literacy Specialist to plan future support for Literacy Design Collaborative (LCD). LDC participants were identified and a meeting date was set for January 21, 2014, for professional development during the teachers' preparation periods. The presenter was Sherri Thorne, ADE English Language Arts (ELA) Specialist, Curriculum and Instruction. The audience consisted of Dr. Veronica Perkins, Principal; and Misty Blackmon, Literacy Instructional Facilitator.

On November 20, 2013, ADE made a site visit to Stephens Elementary School in the Little Rock School District regarding Focus School Monitoring. Kathy Mascuilli monitored the Targeted Improvement Plan (TIP) and met with the principal and the literacy coach to complete the 2012-2013 Interim Measurable Objectives (IMO) report and update the 2013-2014 Interim Measurable Objectives (IMO) report. Classroom observations were made to see how Kagan engagement techniques are being used in the classrooms. The presenters were Sharon Brooks, Principal and Kathy Mascuilli, ADE Professional Development Specialist. The audience consisted of Sabreen Al-Uqdah, Literacy Coach.

VIII. In-Service Training (Continued)

On November 21, 2013, ADE made a site visit to Pulaski Heights Middle School in the Little Rock School District regarding Focus School Monitoring. Kathy Mascuilli monitored the Targeted Improvement Plan (TIP) and met with the principal and the literacy coach to complete the 2012-2013 Interim Measurable Objectives (IMO) report and update the 2013-2014 Interim Measurable Objectives (IMO) report. Classroom observations were made to see the Special Education classes and the types of engagement methods that are being used in those classes. The presenter was Kathy Mascuilli, ADE Professional Development Specialist. The audience consisted of Dr. Suzanne Ross, Principal.

On December 3, 2013, ADE made a site visit to Maumelle Middle School in the Pulaski County Special School District. Professional Development Specialist met with the PCSSD Instructional Facilitator to support planning and implementation of the district-wide professional development for high school and middle schools Literacy Design Collaborative (LDC). The presenter was Karyl Bearden, ADE Professional Development Specialist. The audience consisted of Betsy Pruss, Literacy Instructional Facilitator.

On December 3, 2013, ADE made a site visit to Fuller Middle School in the Pulaski County Special School District. Professional Development Specialist met with the PCSSD Instructional Facilitator to support planning and implementation of the district-wide professional development for high schools and middle schools Literacy Design Collaborative (LDC). The presenter was Karyl Bearden, ADE Professional Development Specialist. The audience consisted of LaDonna Warner, Literacy Instructional Facilitator.

On December 3, 2013, ADE made a site visit to Franklin Elementary School in the Little Rock School District regarding Focus School Monitoring. An observation of the literacy coach's work in the highest needs classrooms was done. A debriefing conference with the coach, teacher, and principal took place in the afternoon. The presenter was Kathy Mascuilli, ADE Professional Development Specialist. The audience consisted of Cynthia Collins, Principal; Pat Halk, Literacy Coach; Barry Anderson, Math Coach; and Martin Keith, 3rd Grade Teacher.

On December 4, 2013, ADE made a site visit to Romine Elementary School in the Little Rock School District regarding Focus School Monitoring. The visit was focused on student engagement with a Kagan, Inc. trainer that was following up on the training teachers had received from the company. The trainer went to every classroom and observed the Kagan structure being used and gave feedback to the teachers. Additional training days will follow. Some of the staff was also involved in "Do the Math" training which is the program being used for students in the afterschool program. The presenters were Wendi Burke, Kagan Coach and Kathy Mascuilli, ADE Professional Development Specialist. The audience consisted of Beverly Jones, Principal; Terri Evans, Math Coach; Aleta Posey, Literacy Coach; Michelle Joseph, 3rd Grade Teacher; Yvonne Roach, Katie Holloway and Liz Cranford, 1st Grade Teachers; Renee Edmondson, 5th Grade Teacher; Beverly Baggett, 4th Grade Teacher; Kayleen Alumbaugh, Ryan Westin and Ann Hill, Kindergarten Teachers; and Tunza Smith, 2nd Grade Teacher.

On December 12, 2013, ADE made a site visit to Bale Elementary School in the Little Rock School District regarding Focus School Monitoring. The visit started with classroom observations in the upper elementary rooms. A debriefing was held with the principal and monitoring of the parts of the Targeted Improvement Plan (TIP) was discussed. The presenter was Kathy Mascuilli, ADE Professional Development Specialist. The audience consisted of Dr. Ericka McCarroll, Principal.

VIII. In-Service Training (Continued)

On December 13, 2013, ADE made a site visit to Dunbar Middle School in the Little Rock School District regarding Focus School Monitoring. Kathy Mascuilli attended the leadership team meeting. The Interim Measurable Objectives (IMO) reports that are a part of the Targeted Improvement Plan (TIP) were analyzed and filled out. A debrief meeting was held with the principal. The presenters were Eunice Thrasher, Principal and Kathy Mascuilli, ADE Professional Development Specialist. The audience consisted of Susan Jackson, Gifted and Talented Coordinator; Robin Kratzke, English as a Second Language (ESL) Coordinator; Kelli Allen, 7th Grade Math Teacher; Gertrude Stubblefield, Parent Coordinator; JoEvelyn Elston, Counselor; Natalie Holliman, Math Coach; Shana Loring, Literacy Coach; Jackie Whitehead, Compliance Support; and Clifton Woodley, Asst. Principal.

On December 16, 2013, ADE made a site visit to Wakefield Elementary School in the Little Rock School District regarding Focus School Monitoring. A meeting was held with the principal, literacy coach and math coach in which they provided updated information. Classroom observations were conducted. A debrief meeting was held with the principal and math coach. The presenter was Kathy Mascuilli, ADE Professional Development Specialist. The audience consisted of Les Taylor, Principal; Connie Hansen, Math Coach; and Jennifer Salinas, Literacy Coach.

On December 17, 2013, ADE made a site visit to Northwood Middle School in the Pulaski County Special School District. Karyl Bearden met with the principal and Literacy Instructional Facilitator to develop a plan of implementation and support for the district-wide professional development for high schools and middle schools Literacy Design Collaborative (LDC). The presenter was Karyl Bearden, ADE Professional Development Specialist. The audience consisted of Dr. Kirk Freeman, Principal; and Nancy Fisher, Literacy Instructional Facilitator.

On December 17, 2013, ADE made a site visit to Martin Luther King Elementary in the Little Rock School District regarding Focus School Monitoring. A meeting was held with the assistant principal and the literacy coach to look at student achievement data. A grade level planning meeting was also attended. The presenter was Kathy Mascuilli, ADE Professional Development Specialist. The audience consisted of Barbara Griggs, Assistant Principal; and Dee Ann Morgan, Literacy Coach.

On December 19, 2013, ADE made a site visit to Pulaski Heights Middle School in the Little Rock School District regarding Focus School Monitoring. Kathy Mascuilli held a brief meeting with the principal. The presenter was Kathy Mascuilli, ADE Professional Development Specialist. The audience consisted of Dr. Suzanne Ross, Principal.

IX. Recruitment of Minority Teachers

On November 19, 2013, the Office of Educator Licensure sent forms to all the universities and colleges to report their Fall 2013 Minority Graduates.

X. Financial Assistance to Minority Teacher Candidates

Ms. Lisa Smith of the Arkansas Department of Higher Education reported Minority Scholarships for Fiscal Year 2011-2012 on April 9, 2013. These included the State Teacher Education Program (STEP) and the Teacher Opportunity Program (TOP). The scholarship awards are as follows:

2011-12 STEP			Male	Male	Female	Female	Total	Total
Race	Count	Award	Count	Award	Count	Award	Count	Award
Blank	91	3,000	6	3,000	15	3,000	**112**	**9,000**
Native Amer					4	4,000	**4**	**4,000**
Asian					4	4,000	**4**	**4,000**
Black	4	4,000	14	4,000	74	4,000	**92**	**12,000**
Hispanic			2	4,000	13	4,000	**15**	**8,000**
Other	2	4,000		4,000	1	4,000	**3**	**12,000**
Unknown	1	3,000					**1**	**3,000**
White	1	3,000	123		415		**539**	**3,000**
							770	**115 Minority**

2011-12 TOP			Male	Male	Female	Female	Total	Total
Race	Count	Award	Count	Award	Count	Award	Count	Award
Blank	122		6		28		**156**	
Native Amer			1		10		**11**	
Asian					4		**4**	
Black	5		29		130		**164**	
Hispanic			2		15		**17**	
Other	2		1		2		**5**	
Unknown	1				2		**3**	
White	2		171		648		**821**	
							1181	**196 Minority**

Teacher Opportunity Program (TOP) – the amount awarded will be based on the tuition, mandatory fees, books, and required supplies paid by the applicant for up to six (6) credit hours completed.

XI. Minority Recruitment of ADE Staff

The Minority Recruitment Committee met on October 3, 2013 at the ADE. The committee reviewed data related to the number of minority staff employed by the Arkansas Department of Education. The committee discussed the need to continue its review of previous ADE Minority Recruitment Plans and gather additional data to inform the committee's work. Specifically, the committee will review data related to the statewide population as a whole, the population of students served, and the population of licensed teachers.

XII. School Construction

This goal is completed. No additional reporting is required.

XIII. Assist PCSSD by communicating with local colleges and universities to facilitate lowering the cost of Black History course offerings to its certified staff

Goal completed as of June 1995.

XIV. Scattered Site Housing

This goal is completed. No additional reporting is required.

XV. Standardized Test Selection to Determine Loan Forgiveness

Goal completed as of March 2001.

XVI. Monitor School Improvement Plans - Follow-up and assist schools that have difficulty realizing their school improvement objectives

On August 25, 2011, ADE staff held an ACSIP meeting at NLRSD. The meeting was held in Kristie Ratliff's office to discuss ACSIP requirements. Diane Gross discussed priorities, interventions, and actions and stressed that actions in the ACSIP plan must be very focused and clear. It was suggested that NLRSD put the budget codes in the action for the Bookkeeper's reference when paying out. The Peer Review Process for approving building plans was discussed.

In addition to the ACSIP, discussions were held about Title III and State ELL expenditures and making sure monies are being spent in a way the ELL students are being served. The need for spending the dollars in the buildings where the students are located was also pointed out.

XVII. Data Collection

The ADE Office of Public School Academic Accountability has released the 2010 Arkansas School Performance Report (Report Card). The purpose of the Arkansas School Performance Report is to generally improve public school accountability, to provide benchmarks for measuring individual school improvement, and to empower parents and guardians of children enrolled in Arkansas public schools by providing them with the information to judge the quality of their schools. The Department of Education annually produces a school performance report for each individual public school in the state.

XVIII. Work with the Parties and ODM to Develop Proposed Revisions to ADE's Monitoring and Reporting Obligations

On November 13, 2013, the ADE participated in a Desegregation Monitoring and Assistance Plan Meeting. Those in attendance were Margie Powell, Willie Morris, Aleta Fletcher, Joy Springer, Dr. Laura Bednar, John McCraney, Sherman Whitfield, Terri Rogers and Dr. Janice Warren. The following items were discussed during the meeting:

Sherman Whitfield presented Section F. Discipline of Plan 2000. Terri Rogers discussed the process of the Diversity Committee providing staff members who are one standard deviation above the mean with training which included strategies for working with African-American males.

Our next meeting has been scheduled for **Wednesday, December 4, 2013 at 2:30 p.m.** to review and discuss the status of compliance in Section H. Facilities of Plan 2000.

NEWLY EMPLOYED FOR THE PERIOD OF November 16, 2013 – December 20, 2013

Vicki Hill – Nutritionist Consultant, Grade C121, Division of Fiscal and Administrative Services, Child Nutrition, effective 12/09/13.

Rita Kraus – Administrative Specialist II, Grade C109, Division of Fiscal and Administrative Services, Child Nutrition, effective 12/09/13.

***Stephanie Starks – Administrative Specialist III, Grade C112, Division of Fiscal and Administrative Services, Child Nutrition, effective 12/09/13.**

PROMOTIONS/DEMOTION/LATERALTRANSFERS FOR THE PERIOD OF November 16, 2013 – December 20, 2013

Patricia Conner from a Public School Program Manager, Grade C126, Division of Learning Services, Student Assessment, to ADE Assistant to Director, Grade C129, Division of Learning Services, effective 11/25/13. Promotion

Suzanne Davidson from a Fiscal Division Manager, Grade C127, Division of Fiscal and Administrative Services, Child Nutrition, to ADE Assistant to Director, Grade C129, Division of Fiscal and Administrative Services, Child Nutrition, effective 11/25/13. Promotion

Andrea Jobe from an Accounting Coordinator, Grade C121, Division of Fiscal and Administrative Services, Fiscal Distress, to Program Fiscal Manager, Grade C122, Division of Fiscal and Administrative Services, Fiscal Distress, effective 12/09/13. Promotion

***Melvin Washington from a Computer Support Technician, Grade C115, Division of Fiscal and Administrative Services, Arkansas Public School Computer Network (APSCN), to a Software Support Specialist, Grade C116, Division of Fiscal and Administrative Services, APSCN, effective 12/09/13. Promotion**

SEPARATIONS FOR THE PERIOD OF November 16, 2013 – December 20, 2013

Kimberly Bajorek – Grants Analyst, Grade C117, Division of Fiscal and Administrative Services, Finance, effective 11/19/13. 23 Years, 2 months, 15 days. 02

***Desi Berry – Area Project Manager, Grade C123, Division of Public School Academic Facilities and Transportation, effective 12/02/13. 4 Years, 4 months, 26 days. 01**

Leslie Dyess – Area Project Manager, Grade C123, Division of Public School Academic Facilities and Transportation, effective 12/02/13. 2 Years, 1 month, 19 days. 01

Cheryl Parrish – Public School Program Advisor, Grade C122, Division of Learning Services, School Improvement, effective 11/22/13. 0 Years, 8 months, 18 days. 01

***Minority**

AASIS Codes:
01 - Voluntary
02 – Involuntary

LEA	District	# Waivers Requested this Month	Teacher	Licensure Area	ALP Code	Out of Area	Yrs on ALP	Granted /Denied
5707	Cossatot River School District	1	Alexander, Freddie	English/Language Arts 7-12	236	Pe/Wellness/Leisure (7-12)	13-14	Granted
1802	Earle School District	3	Clay, Nataha	Middle Childhood Education	295	Library Media Science P-8	12-13 13-14	Granted
			Clay, Nataha	Middle Childhood Education	296	Library Media Science 7-12	12-13 13-14	Granted
			Jackson, Luchana	ECE P-4	253	Elementary	13-14	Granted
2602	Fountain Lake School District	1	Robertson, Amanda	Middle Childhood Education	200	Mathematics	13-14	Granted
6202	Hughes School District	4	Castle, Patti	English/Language Arts 7-12	114	Speech	13-14	Granted
			Foster, Thomas	PE 7-12	235	Pe/Wellness/Leisure (P-8)	13-14	Granted
			Walker, David	Instrumental Music P-12	203	Vocal Music P-8	13-14	Granted
			Walker, David	Instrumental Music P-12	204	Vocal Music	13-14	Granted
6001	Little Rock School District	2	Harris, Vivian D.	ECE P-4, Special Ed P-12	166	English	13-14	Granted
			Nelson, Damien	Elem 1-6, MS Social Studies, ESL P-12	114	Speech	13-14	Granted
6002	N. Little Rock School District	1	Bruce, Tiffany	ECE P-4	295	Library Media Science P-8	13-14	Granted
1503	Nemo Vista School District	1	Millsap, Shelby	ECE P-4	253	Elementary	13-14	Granted

LEA	District	# Waivers Requested this Month	Teacher	Licensure Area	ALP Code	Out of Area	Yrs on ALP	Granted /Denied
4713	Osceola School District	2	Bowman, Billie	ECE P-4	295	Library Media Science P-8	11-12 12-13 13-14	Granted
			Bowman, Billie	ECE P-4	296	Library Media Science 7-12	11-12 12-13 13-14	Granted
6505	Ozark Mountain School District	1	Richardson, Heath	MS Math	200	Mathematics	13-14	Granted
3505	Pine Bluff School District	2	Dulaney, Tina	ECE P-4, Elem 1-6, Bldg Level P-8	299	Guidance & Counseling	13-14	Granted
			Dulaney, Tina	ECE P-4, Elem 1-6, Bldg Level P-8	300	Guidance & Counseling	13-14	Granted
2703	Poyen School District	2	Burrow, Kimberly	Art P-12	305	Gifted & Talented P-8	11-12 12-13 13-14	Granted
			Burrow, Kimberly	Art P-12	306	Gifted & Talented 7-12	11-12 12-13 13-14	Granted
1106	Rector School District	2	Hobbs, Melinda	Middle Childhood Education	166	English	12-13 13-14	Granted
			Pelts, Donnatha	Business Technology	230	Sp Education Instructional Specialist 4-	13-14	Granted
	SIA Tech Public Charter School	2	Cone, Julie	MS English, English 7-12, MS Social Studies	268	Life Science	13-14	Granted
			Witherspoon, Shari	English/Language Arts 7-12	170	Life/Earth Science 7-12	13-14	Denied

LEA	District	# Waivers Requested this Month	Teacher	Licensure Area	ALP Code	Out of Area	Yrs on ALP	Granted /Denied
	Texarkana Special Education Center	2	Crowell, Wendy	TX ECE	231	Sp Ed Ech Inst Specialist P-4	13-14	Denied
			Elledge, Whitney	ECE P-4	231	Sp Ed Ech Inst Specialist P-4	12-13 13-14	Granted
0602	Warren School District	1	Miller, David Brent	Music P-12	2010	Survey Of Fine Arts	13-14	Granted
1905	Wynne School District	1	Haynes, Trent	ECE P-4, Special Ed 4-12	231	Sp Ed Ech Inst Specialist P-4	13-14	Granted

16	**# Districts Requesting Waivers this Month**	**28**	**# Waivers Requested this Month**

# Waivers Granted this Month	**26**
# Waivers Denied this Month	**2**
Total # Waivers Requested this Month	**28**

000000Long Term Substitutes Requested
January 2014 State Board Agenda

LEA	District	# Long-Term Substitutes Requested	Substitute Name	Subject	Teacher of Record	Granted/ Denied
0401	Bentonville School District	1	Hanford, Jennifer	Band	Roddy, Zachary	Granted
6303	Bryant School District	1	Stepp, Jessica	Social Studies 7-12	Harper, Barbara	Granted
2402	Charleston School District	1	Underwood, Rosemary	Elementary Library Media	Armstrong, Shari	Granted
7503	Danville School District	1	Wright, Amanda	FACS/6th Grade PE	Carroll, Jessica	Granted
5301	East End School District	1	Terry, Donna	Art	Moore, Jessica	Granted
2807	Greene Co. Tech School Dist.	1	Johnson, Christopher	Physical Science	Randleman, Amanda	Granted
6604	Hartford School District	1	Hill, David	Physical/Earth Science	Hendrickson, Rachel	Granted
2903	Hope School District	1	Miller, Sunny	Kindergarten	Estes, Kim	Granted
2603	Hot Springs School District	1	Mason, Vonda	Third Grade	Ray, Stefanie	Granted
6202	Hughes School District	1	Hardaway, Tamika	Business Education	Love, Lorease	Granted
1608	Jonesboro School District	3	Hamilton, Katie Ann	English 7-12	Duncan, Joyce	Granted
			Reid, Taylor Leigh	Kindergarten	Odom, Erin	Granted
			Smith, Nan	MS Language Arts	Kissee, Penny	Granted
2606	Lakeside School District	1	Argueta, Edgardo	Chemistry	Plyler, Dennis	Granted
6205	Palestine-Wheatley Sch. Dist.	1	Carey, Angelica	Music K-8	None	Granted
	Piney Ridge Center	1	Nash, Heidi	Special Ed 5th - 7th	Boudreau, Charles	Granted
1507	So. Conway Co. School District	1	Rasmussen, Todd	Social Studies 7-12	Hanna, Drew	Granted
5206	Stephens School District	1	Neal, George	English	Snider, Carolyn	Granted
4605	Texarkana School District	2	Sanders, Brandon	Mathematics	Coburn, Elizabeth	Granted
			Wald, William	Mathematics	Hope, Suzanne	Granted
1803	West Memphis School District	1	Young, Marion	Physical Science	Branch, Ulanda	Granted
1602	Westside Cons. School District	1	Story, Randy	Oral Communications/Drama/Theatre	Brown, Brooke	Granted
19	**# Districts Requesting Long-Term Substitutes this Month**	22	**# Long-Term Substitutes Requested this Month**			

Arkansas Department of Education
Division of Public School Accountability
Standards Assurance Unit

Interim Report for Fiscal Year 2013-14
July 01, 2013-December 31, 2013

This report is being submitted for compliance with A.C.A. § 6-15-102 (g) (1) and (2). The Standards Assurance Unit (SAU) is a part of the Division of Public School Accountability under the supervision of Mr. John Hoy, Assistant Commissioner, with the Arkansas Department of Education. The Standards Assurance Unit is responsible for ensuring that Arkansas school districts are in compliance with Arkansas statutes and rules promulgated by the Arkansas State Board of Education that apply to the districts and schools of the State of Arkansas under the Omnibus Education Act. The unit currently has fourteen employees. They are:

Johnie Walters – Unit Leader	
Tim Barnes – Area 7	25 Districts/112 Schools
John Calaway – Area 9	28 Districts/103 Schools
Roy Causbie – Area 3	29 Districts/100 Schools
Derryl Evans – Area 10	12 Districts/121 Schools
Kay Gardner – Educational Liaison	
Shade Gilbert – Area 8	27 Districts/100 Schools
Randall Lawrence – Area 1	17 Districts/124 Schools
Tammy Long – Area 6	28 Districts/96 Schools
Brandon Morrison – Area 5	27 Districts/100 Schools
Mari Beth Nokes – Area 4	26 Districts/107 Schools
David "Nath" Tumlison – Area 2	30 Districts /105 Schools
Anastasia Woods – Administrative Assistant	
Pamela Butler – Administrative Assistant	

Please see attached area map and chart for more detailed information.

Summary of current activities for the Standards Assurance Unit:

To date for the fiscal year 2013-14, the Standards Assurance Unit (SAU) has participated in the following:

The SAU assisted the ADE Fiscal Distress Unit with a total of nine (9) visits to school districts to assist with verification that the districts were in compliance with the Rules Governing Standards for Accreditation and to assist districts with methods of coming into compliance if violations were found. These visits were conducted from August 07, 2013 through September 29, 2013.

The SAU provided On-Site Standards –Based technical assistance to ten (10) school districts, conducted nineteen (19) workshops on various topics at fifteen (15) different educational service cooperatives across the state. The unit also participated in Compressed Interactive Video (CIV) workshops for Standards Assurance On-Site Monitoring Review (OSR) visits as well as other topics along with participation in workshops or conferences provided by other educational entities, i.e. (Arkansas Association of Educational Administrators, Arkansas School Counselor Association, ADE Curriculum Unit, APSCN, etc.).

The SAU to date has conducted On-Site Monitoring Review visits in fifty-one (51) school districts containing a total of 190 schools. These visits were conducted from October15, 2013 through December 13, 2013.

Summary of projected activities for the Standards Assurance Unit:

For the remainder of the 2013-14 fiscal year, we anticipate the following activities for the Standards Assurance Unit (SAU):

The SAU will complete scheduled On-Site Monitoring Review visits which will consist of thirty (30) districts containing 102 schools. These visits are scheduled to be conducted from January 07, 2014 through February 21, 2014.

The SAU will complete the annual accreditation process as well as finalize reports and assignment of recommended accreditation status to all schools. This will be done from approximately March 01, 2014 through May 01, 2014.

The SAU will prepare the annual state-wide Annual Accreditation Report for presentation to the State Board of Education. This will be presented at the June State Board Meeting.

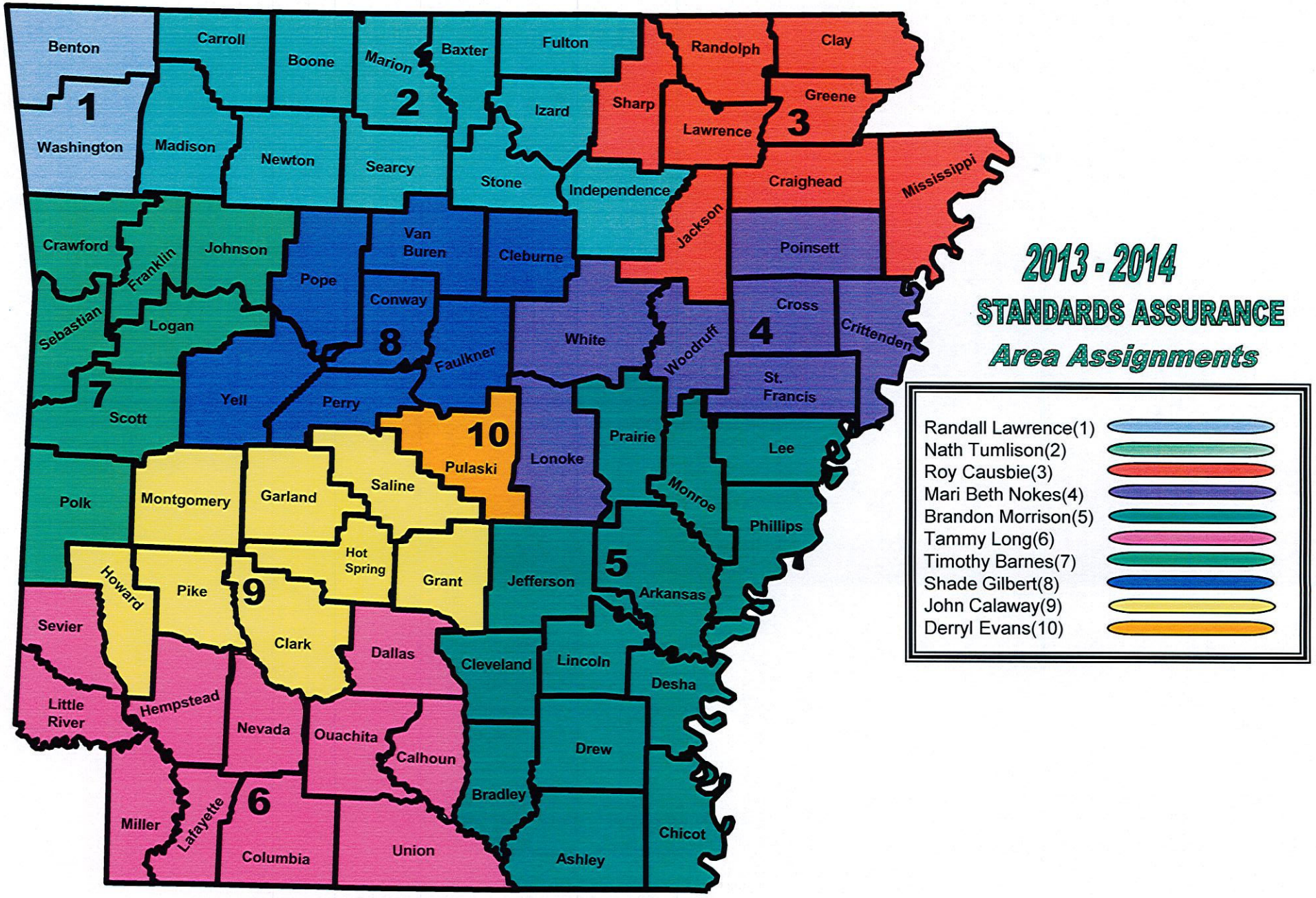
From January 06, 2014 through June 30, 2014, while carrying out specific duties addressed above, the SAU will continue to deliver technical assistance to districts and schools, provide and participate in pertinent and necessary workshops as requested by districts and educational cooperatives, assist other educational entities both within and outside the ADE with requested assistance and address other assignments as directed by the Commissioner, Deputy Commissioner and Assistant Commissioners of the Arkansas Department of Education.

Respectfully submitted:

Johnie Walters
ADE/ Standards Assurance Unit
Unit Leader

Attachments:

State area assignment map
Area assignment chart



2013 - 2014

STANDARDS ASSURANCE

Area Assignments

- Randall Lawrence(1)
- Nath Tumlison(2)
- Roy Causbie(3)
- Mari Beth Nokes(4)
- Brandon Morrison(5)
- Tammy Long(6)
- Timothy Barnes(7)
- Shade Gilbert(8)
- John Calaway(9)
- Derryl Evans(10)

Revised 07/05/13 kg

2013-2014 SAU Area Assignments

1 **Randall Lawrence**	2 **Nath Tumlison**	3 **Roy Causbie**	4 **Mari Beth Nokes**	5 **Brandon Morrison**
Benton Washington	Baxter Boone Carroll Fulton Independence Izard Madison Marion Newton Searcy Stone	Clay Craighead Greene Jackson Lawrence Mississippi Randolph Sharp	Cross Crittenden Lonoke Poinsett St. Francis White Woodruff	Arkansas Ashley Bradley Chicot Cleveland Desha Drew Jefferson Lee Lincoln Monroe Phillips Prairie
6 **Tammy Long**	**7** **Tim Barnes**	**8** **Shade Gilbert**	**9** **John Calaway**	**10** **Derryl Evans**
Calhoun Columbia Dallas DYS Hempstead Little River Lafayette Miller Nevada Ouachita Sevier Union	Crawford Franklin Johnson Logan Polk Scott Sebastian	Cleburne Conway Faulkner Perry Pope Van Buren Yell	Clark Garland Grant Hot Spring Howard Montgomery Pike Saline	Pulaski

* Please call 501-682-4380

Revised 0705/13 kg

Demographic and Performance Data as requested by the State Board of Education

Academics Plus

DEMOGRAPHIC INFORMATION

Percentages	Academics Plus	Pine Forest Elementary	Academics Plus	Maumelle Middle	Academics Plus	Maumelle High
Grade Levels	**K-5**	**K-5**	**6-8**	**6-8**	**9-12**	**9-12**
Asian	2.77	4.44	0.72	1.58	0.67	1.52
African American	12.47	34.10	15.83	40.50	22.67	45.20
Hispanic	4.71	4.97	7.19	4.75	4.67	4.37
Native American/ Alaskan Native	0.28	0.35	0.72	0.11	0.00	0.57
White	79.78	54.53	75.54	51.13	72.00	46.53
2 or more races	0.00	1.60	0.00	1.92	0.00	1.80

Source: Statewide Information System Reports 2013, Enrollment by Race and Grade Level

LITERACY PERFORMANCE

Percentages Proficient and Advanced

Percentages	Academics Plus	Pine Forest Elementary	Academics Plus	Maumelle Middle	Maumelle High
Grade Levels	**K-6**	**K-5**	**7-12**	**6-8**	**9-12**
All Students	86.83	85.27	81.03	76.38	62.26
TAGG	79.52	72.8	66.67	64.08	40.51
African American	71.05	79.27	38.10	67.81	48.24
Hispanic	81.82	70.00		78.38	
White	90.60	89.62	91.01	82.73	75.68
Economically Disadvantaged	78.95	76.32	69.70	66.95	46.97
English Language Learners				66.67	
Students with Disabilities	69.23	37.50		19.35	4.55

Source: Archive Reports Center-School Performance Data Reports 2013-ESEA Reports

MATHEMATICS PERFORMANCE

Percentages Proficient and Advanced

Percentages	Academics Plus	Pine Forest Elementary	Academics Plus	Maumelle Middle	Maumelle High
Grade Levels	**K-6**	**K-5**	**7-12**	**6-8**	**9-12**
All Students	87.25	78.29	62.72	72.37	62.93
TAGG	80.72	59.2	50.00	56.29	51.20
African American	70.27	64.63	36.36	54.68	46.97
Hispanic	63.64	40.00		81.40	58.82
White	92.62	86.89	68.00	78.79	80.90
Economically Disadvantaged	80.26	61.40	50.00	55.35	53.76
English Language Learners				69.23	
Students with Disabilities	76.92	25.00	20.00	19.35	29.41

Source: Archive Reports Center-School Performance Data Reports 2013-ESEA Reports

2013 Annual Report

Academics Plus

ACADEMICS PLUS CHARTER SCHOOL
YEAR 2 REVIEW – SEPTEMBER 2013

DEMOGRAPHIC DATA

	AS REPORTED IN SEPTEMBER 2012	SEPTEMBER 2013
Grades Served	K-12	K-12
Enrollment Cap	650	650
Current Enrollment	650	650
Caucasian	74.30%	77.00%
African American	18.46%	15.38% Total 20.00% High School
Hispanic	4.92%	5.00%
Asian	1.84%	2.15%
Native American	0.15%	0.15%
Pacific Islander	0.30%	0.5%
Other	0.00%	0.00%
Free/Reduced Lunch	33%**	28%

**Correction from 40.9% that was incorrectly included by ADE staff in September 2012 report

PROGRESS TOWARD MEETING PERFORMANCE OBJECTIVES APPROVED IN RENEWAL APPLICATION

Mathematics Objective

Achieve measurable growth for students as demonstrated by state testing and NWEA MAP testing

Explanation of Progress

Please see Sub Objective information below.

a. Sub Objective - APCS has partially met this goal.
Annually, Academics Plus will increase academic achievement in mathematics as indicated on the benchmark and end of course exams and demonstrate proficiency at the state Annual Measurable Objective (AMO).

Explanation of Progress

Attachment 2 shows the elementary school is classified as ACHIEVING in math and the high school is classified as NEEDS IMPROVEMENT in math. After reviewing the high school math scores, issues were identified and actions have been taken to improve future math scores.

Elementary: The elementary school is classified as Achieving and has met this goal.

High School: During the 2012-2013 school year staffing in the high school math department was an issue. This year APCS has two new high school math teachers who have a better understanding of how to meet student needs.

To help identify student needs early and appropriately, a high school dean of students has been hired. The dean's primary focus is discipline and early academic intervention/remediation. As part of his duties, the dean of students helps teachers examine NWEA and Benchmark data at the beginning of each semester to determine which students need remediation and intervention. Remediation and intervention is offered to students for one hour after the regular school day at least once a week for math. Once students are identified as needing extra help, the dean insures parents are made aware so they can be a part of the academic solution. The additional administrative help also allows the principal to concentrate her effort in working directly with teachers to improve classroom instruction.

Last year APCS began the implementation of Investigations Math in grades K-8. Teachers received training and the program is still being implemented. As teachers and students become more familiar with the program, research suggests that math scores will increase.

b. Sub Objective – APCS is working toward meeting this goal.
Students in grades K-10 will take the NWEA MAP assessment in mathematics and over 70% of students will meet their growth target each year.

Explanation of Progress

69% of the elementary students Kindergarten through 5th grade met their growth goal in math. 49% of high school students 6th through 10th grade met their growth goal in math. The total Kindergarten through 10th grade meeting their growth goal in literacy was 61%.

The goal we have set for NWEA testing is a lofty one. Schools throughout the state are recognized for growth awards when over 60% of the students meet their growth goals. APCS has used NWEA for the past two years and we are becoming more aware of how to use the data to better meet the needs of individual students.

NWEA and Benchmark data are examined at the beginning of each semester to determine which students need remediation and intervention. Remediation and intervention is offered to students for one hour after the regular school day at least once a week for math. Last year APCS began the implementation of Investigations Math in grades K-8 and Everyday Counts Calendar Math in grades K-5. Teachers received training in both programs and we saw great improvement in math scores at the elementary level this past year. The programs are still being implemented and as teachers and students become more familiar with the programs, research suggests that math scores will increase.

The high school dean of students assists with this goal also. His duties are described above in paragraph 1,a.

2. Literacy Objective
Achieve measurable growth for students as demonstrated by state testing and NWEA MAP testing

Explanation of Progress

Please see Sub Objective information below.

a. Sub Objective – APCS has met this goal.
Students at Academics Plus will document an increase in their writing capacity by examining annual results and demonstrating proficiency at the state average.

Explanation of Progress

Attachment 2 shows the elementary school is classified as ACHIEVING in literacy and the high school is also classified as ACHIEVING in literacy.

Attachment 3 shows that APCS met or exceeded the state average on 80% of the scored open response items on the 2013 benchmark exam. When adding the total number of average points on all of the open response items APCS scored 6.1 points higher than the state average. When comparing the 2011 APCS open response scores with the 2013 APCS scores there was improvement in 58% of the items. When adding the total number of average points on all of the open response items APCS scored 3.1 points higher in 2013 than in 2011. Attachment 3 shows that APCS exceeded the state average on the 2013 open response scores, and showed improvement when comparing APCS 2011 scores to APCS 2013 scores.

b. Sub Objective – APCS has met this goal.
Annually, Academics Plus will increase academic achievement in literacy as indicated on the benchmark and end of course exams and demonstrate proficiency at the state AMO.

Explanation of Progress

Attachment 2 shows the elementary school is classified as ACHIEVING in literacy and the high school is also classified as ACHIEVING in literacy.

Attachment 1 compares standardized test scores of 2011, 2012 and 2013. APCS showed an increase in literacy benchmark and end of course scores from 2011 to 2013 at every grade level tested.

c. Sub Objective – APCS is working toward meeting this goal.
Students in grades K-10 will take the NWEA MAP assessment in reading and language usage, and over 70% of students will meet their growth target each year.

Explanation of Progress

43% of the elementary students Kindergarten through 5th grade met their growth goal in literacy. 40% of the high school students 6th through 10th grade met their growth goal in literacy. The total Kindergarten through 10th grade students meeting their growth goal in literacy was 41%.

The goal we have set for NWEA testing is a lofty one. Schools throughout the state are recognized for growth awards when over 60% of the students meet their growth goals. APCS has used NWEA for the past two years and we are becoming more aware of how to use the data to better meet the needs of individual students. NWEA and Benchmark data are examined at the beginning of each semester to determine which students need remediation and intervention. Remediation and intervention is offered to students for one hour after the regular school day at least once a week for literacy. Even though the NWEA growth goals need improvement it is important to understand that APCS met the literacy AMO set by the state in both the elementary and the high school.

To help APCS meet this goal the following personnel have been added this year to the staff.

High School: The dean of students at the high school helps teachers identify students in need of intervention and remediation in literacy as well as math. Remediation and Intervention are offered to students for one hour at least once a week after school and are identified in the same as described above for math intervention and remediation.

Elementary School: This year through Title I funding APCS has hired an elementary literacy instructional facilitator Her primary responsibility is to help teachers identify at-risk students, provide teachers with instructional strategies that help meet individual needs and model quality lessons for teachers in the classroom. The onsite staff development is proving to be key in improving APCS teacher quality.

3. College Preparation Objective
Achieve an increase in college preparation for the students at Academics Plus.

Explanation of Progress

Please see Sub Objectives below.

a. Sub Objective – APCS has met this goal.
Annually, students at Academics Plus will increase the rate of completion of concurrent credit and/or AP coursework by 2% per year by documenting credits earned at the college and taking the AP exam with a score of 3 or higher.

Explanation of Progress

111 college credit hours were earned during the 2011/2012 school year. 207 hours of college credit hours were earned by APCS students during the 2012/2013 school year. This is an increase of 86%.

b. Sub Objective – APCS has met this goal.
Academics Plus will increase the percentage of graduating seniors that are accepted into a post-secondary educational institution or enter the military by 2% per year and maintain a 95% acceptance rate thereafter.

Explanation of Progress

The 95% acceptance rate has been obtained during the past two consecutive years. The yearly totals are as follows.

2013 – 32 of 33 (97%) college acceptance rate or entered into the military.
2012 – 35 of 37 (95%) college acceptance rate or entered into the military.
2011 – 19 of 22 (86%) college acceptance rate or entered into the military.

Academics Plus Charter School

Attachment 1

Test Score Comparison of 2011, 2012 and 2013

Grade Level	Test	Subject	*PROF/ADV 2011	*PROF/ADV 2012	*PROF/ADV 2013	Change from 2011 to 2013
3rd Grade	Benchmark	Literacy	66%	90%	90%	+24
4th Grade	Benchmark	Literacy	85%	95%	95%	+10
5th Grade	Benchmark	Literacy	79%	95%	89%	+10
6th Grade	Benchmark	Literacy	65%	79%	72%	+7
7th Grade	Benchmark	Literacy	58%	77%	85%	+27
8th Grade	Benchmark	Literacy	83%	88%	85%	+2
11th Grade	End of Course	Literacy	72%	77%	74%	+2
3rd Grade	Benchmark	Math	89%	88%	95%	+6
4th Grade	Benchmark	Math	74%	76%	96%	+22
5TH Grade	Benchmark	Math	80%	88%	66%	-14
6th Grade	Benchmark	Math	71%	68%	89%	+18
7th Grade	Benchmark	Math	66%	66%	63%	-3
8th Grade	Benchmark	Math	64%	67%	57%	-7
Algebra I	End of Course	Math	76%	87%	64%	-12
Geometry	End of Course	Math	70%	65%	67%	-3
5th Grade	Benchmark	Science	40%	55%	51%	+ 11
7th Grade	Benchmark	Science	26%	40%	32%	+6
Biology	End of Course	Science	44%	41%	67%	+23

*Percentage of students proficient or advanced (considered meeting or exceeding grade level standard)

Grade Level	Test	Subject	**2011 Percentile Rank	**2012 Percentile Rank	**2013 Percentile Rank	Change from 2011 to 2013
1st Grade	ITBS	Reading	71st %tile	69th %tile	80th %tile	+9
1st Grade	ITBS	Language	69th %tile	69th %tile	88th %tile	+19
1st Grade	ITBS	Math	70th %tile	74th %tile	84th %tile	+14
2nd Grade	ITBS	Reading	62nd %tile	75th %tile	76th %tile	+14
2nd Grade	ITBS	Language	54th %tile	71st %tile	72nd %tile	+18
2nd Grade	ITBS	Math	65th %tile	75th %tile	84th %tile	+19
9th Grade	ITBS	Reading	64th %tile	59th %tile	59th %tile	-5
9th Grade	ITBS	Revising Written Materials	59th %tile	60th %tile	59th %tile	Same
9th Grade	ITBS	Math	57th %tile	51st %tile	52nd %tile	-5

**Percentile rankings compare students to other students across the nation. For example a 69th %tile ranking means our students scored better than 69% of students across the nation. 50th %tile is considered average.

Attachment 2

District:ACADEMICS PLUS SCHOOL DISTRICT
School:ACADEMICS PLUS
LEA:6040702
Address:900 EDGEWOOD DR
MAUMELLE, AR 72113
Phone:501-803-0066

Superintendent:ROBERT MCGILL
Principal:RACHEL WHEELER
Grades:K-06
Enrollment:391
Attendance (3 QTR A/G):96.86
Poverty Rate:32.99

OVERALL SCHOOL STATUS: ACHIEVING

PERCENT TESTED

PERCENT TESTED STATUS: ACHIEVING

	LITERACY			MATHEMATICS		
ESEA Flexibility Indicators	**# Attempted**	**# Expected**	**Percentage**	**# Attempted**	**# Expected**	**Percentage**
All Students	220	220	100.00	219	223	98.21
Targeted Achievement Gap Group	84	84	100.00	84	84	100.00
ESEA Subgroups	**# Attempted**	**# Expected**	**Percentage**	**# Attempted**	**# Expected**	**Percentage**
African American	42	42	100.00	41	43	95.35
Hispanic	11	11	100.00	11	11	100.00
White	160	160	100.00	160	162	98.77
Economically Disadvantaged	77	77	100.00	77	77	100.00
English Language Learners						
Students with Disabilities	13	13	100.00	13	13	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	178	205	86.83	78.26	91.00	118	138	85.51	75.23	93.00
Targeted Achievement Gap Group	66	83	79.52	58.33	91.00	46	58	79.31	56.35	93.00
Three Year Average Performance	**# Achieved**	**# Tested**	**Percentage**	**2013 AMO**	**90TH PCTL**	**# Achieved**	**# Tested**	**Percentage**	**2013 AMO**	**90TH PCTL**
All Students	459	549	83.61	78.26	91.00	294	365	80.55	75.23	93.00
Targeted Achievement Gap Group	158	220	71.82	58.33	91.00	104	151	68.87	56.35	93.00
ESEA Subgroups	**# Achieved**	**# Tested**	**Percentage**	**2013 AMO**		**# Achieved**	**# Tested**	**Percentage**	**2013 AMO**	
African American	27	38	71.05	53.43		21	26	80.77	50.00	
Hispanic	9	11	81.82	69.70		8	10	80.00	76.19	
White	135	149	90.60	85.99		85	98	86.73	83.77	
Economically Disadvantaged	60	76	78.95	59.12		43	55	78.18	55.13	
English Language Learners										
Students with Disabilities	9	13	69.23	39.39		5	6	83.33	52.38	

STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS: ACHIEVING

	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	178	204	87.25	81.88	92.00	87	138	63.04	77.48	81.00
Targeted Achievement Gap Group	67	83	80.72	68.39	92.00	31	58	53.45	72.23	81.00
Three Year Average Performance	**# Achieved**	**# Tested**	**Percentage**	**2013 AMO**	**90TH PCTL**	**# Achieved**	**# Tested**	**Percentage**	**2013 AMO**	**90TH PCTL**
All Students	450	548	82.12	81.88	92.00	236	366	64.48	77.48	81.00
Targeted Achievement Gap Group	158	220	71.82	68.39	92.00	85	151	56.29	72.23	81.00
ESEA Subgroups	**# Achieved**	**# Tested**	**Percentage**	**2013 AMO**		**# Achieved**	**# Tested**	**Percentage**	**2013 AMO**	
African American	26	37	70.27	63.23		14	26	53.85	66.67	
Hispanic	7	11	63.64	69.70		6	10	60.00	64.28	
White	138	149	92.62	88.20		65	98	66.33	81.60	
Economically Disadvantaged	61	76	80.26	70.13		30	55	54.55	72.23	
English Language Learners										
Students with Disabilities	10	13	76.92	39.39		1	6	16.67	52.38	

Report created on August 15th, 2013 - 11:00AM

District:ACADEMICS PLUS SCHOOL DISTRICT
School:ACADEMICS PLUS
LEA6040703
Address:900 EDGEWOOD DRIVE
MAUMELLE, AR 72113
Phone:501-851-3333

Superintendent:ROBERT MCGILL
Principal:SHARON WALKER
Grades:07-12
Enrollment:257
Attendance (3 QTR AVG):96.57
Poverty Rate:29.18

OVERALL SCHOOL STATUS: NEEDS IMPROVEMENT

PERCENT TESTED

PERCENT TESTED STATUS: ACHIEVING

	LITERACY			MATHEMATICS		
ESEA Flexibility Indicators	**# Attempted**	**# Expected**	**Percentage**	**# Attempted**	**# Expected**	**Percentage**
All Students	122	124	98.39	178	181	98.34
Targeted Achievement Gap Group	39	40	97.50	57	59	96.61
ESEA Subgroups	**# Attempted**	**# Expected**	**Percentage**	**# Attempted**	**# Expected**	**Percentage**
African American	22	23	95.65	34	36	94.44
Hispanic	4	4	100.00	8	8	100.00
White	94	95	98.95	132	133	99.25
Economically Disadvantaged	34	35	97.14	51	53	96.23
English Language Learners						
Students with Disabilities	10	11	90.91	12	13	92.31

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	94	116	81.03	75.33	91.00	55	67	82.09	73.68	93.00
Targeted Achievement Gap Group	24	36	66.67	69.44	91.00	12	18	66.67	67.39	93.00
Three Year Average Performance	**# Achieved**	**# Tested**	**Percentage**	**2013 AMO**	**90TH PCTL**	**# Achieved**	**# Tested**	**Percentage**	**2013 AMO**	**90TH PCTL**
All Students	282	362	77.90	75.33	91.00	182	228	79.82	73.68	93.00
Targeted Achievement Gap Group	78	117	66.67	69.44	91.00	55	77	71.43	67.39	93.00
ESEA Subgroups	**# Achieved**	**# Tested**	**Percentage**	**2013 AMO**		**# Achieved**	**# Tested**	**Percentage**	**2013 AMO**	
African American	8	21	38.10	75.69		6	12	50.00	69.30	
Hispanic	3	4	75.00	79.17		2	3	66.67	83.33	
White	81	89	91.01	75.28		45	50	90.00	74.36	
Economically Disadvantaged	23	33	69.70	72.23		12	18	66.67	69.70	
English Language Learners										
Students with Disabilities	2	8	25.00	33.33		1	3	33.33	16.67	

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	106	169	62.72	74.43	92.00	38	67	56.72	74.78	81.00
Targeted Achievement Gap Group	27	54	50.00	66.67	92.00	5	18	27.78	74.64	81.00
Three Year Average Performance	**# Achieved**	**# Tested**	**Percentage**	**2013 AMO**	**90TH PCTL**	**# Achieved**	**# Tested**	**Percentage**	**2013 AMO**	**90TH PCTL**
All Students	356	531	67.04	74.43	92.00	146	228	64.04	74.78	81.00
Targeted Achievement Gap Group	102	183	55.74	66.67	92.00	40	77	51.95	74.64	81.00
ESEA Subgroups	**# Achieved**	**# Tested**	**Percentage**	**2013 AMO**		**# Achieved**	**# Tested**	**Percentage**	**2013 AMO**	
African American	12	33	36.36	65.81		1	12	8.33	64.91	
Hispanic	6	8	75.00	79.17		1	3	33.33	83.33	
White	85	125	68.00	76.74		34	50	68.00	77.57	
Economically Disadvantaged	25	50	50.00	69.20		5	18	27.78	73.48	
English Language Learners										
Students with Disabilities	2	10	20.00	27.08		0	3	0.00	44.44	

2

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	35	37	94.59	95.10	94.00
Targeted Achievement Gap Group	5	5	100.00	66.67	94.00
Three Year Average Performance	**# Actual Graduates**	**# Expected Graduates**	**Percentage**	**2012 AMO**	**90TH PCTL**
All Students	89	101	88.12	95.10	94.00
Targeted Achievement Gap Group	12	15	80.00	66.67	94.00
ESEA Subgroups	**# Actual Graduates**	**# Expected Graduates**	**Percentage**	**2012 AMO**	
African American	3	3	100.00	83.33	
Hispanic	3	3	100.00	100.00	
White	25	27	92.59	96.53	
Economically Disadvantaged	4	4	100.00	66.67	
English Language Learners					
Students with Disabilities	1	1	100.00	16.67	

Report created on August 15th, 2013 - 11:00AM

2

District:ACADEMICS PLUS SCHOOL DISTRICT
School:ACADEMICS PLUS SCHOOL DISTRICT
LEA:6040700
Address:900 EDGEWOOD DR
MAUMELLE, AR 72113
Phone:501-803-9730

Superintendent:ROBERT MCGILL
Principal:
Grades:K-12
Enrollment:648
Attendance (3 QTR AVG):96.74
Poverty Rate:31.48

OVERALL SCHOOL STATUS: NEEDS IMPROVEMENT

PERCENT TESTED

PERCENT TESTED STATUS: ACHIEVING

	LITERACY			MATHEMATICS		
ESEA Flexibility Indicators	**# Attempted**	**# Expected**	**Percentage**	**# Attempted**	**# Expected**	**Percentage**
All Students	342	344	99.42	397	404	98.27
Targeted Achievement Gap Group	123	124	99.19	141	143	98.60
ESEA Subgroups	**# Attempted**	**# Expected**	**Percentage**	**# Attempted**	**# Expected**	**Percentage**
African American	64	65	98.46	75	79	94.94
Hispanic	15	15	100.00	19	19	100.00
White	254	255	99.61	292	295	98.98
Economically Disadvantaged	111	112	99.11	128	130	98.46
English Language Learners						
Students with Disabilities	23	24	95.83	25	26	96.15

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	272	321	84.74	76.98	91.00	173	205	84.39	74.60	93.00
Targeted Achievement Gap Group	90	119	75.63	62.13	91.00	58	76	76.32	60.26	93.00
Three Year Average Performance	**# Achieved**	**# Tested**	**Percentage**	**2013 AMO**	**90TH PCTL**	**# Achieved**	**# Tested**	**Percentage**	**2013 AMO**	**90TH PCTL**
All Students	742	913	81.27	76.98	91.00	476	593	80.27	74.60	93.00
Targeted Achievement Gap Group	236	337	70.03	62.13	91.00	159	228	69.74	60.26	93.00
ESEA Subgroups	**# Achieved**	**# Tested**	**Percentage**	**2013 AMO**		**# Achieved**	**# Tested**	**Percentage**	**2013 AMO**	
African American	35	59	59.32	62.64		27	38	71.05	58.33	
Hispanic	12	15	80.00	73.68		10	13	76.92	79.17	
White	216	238	90.76	81.21		130	148	87.84	79.98	
Economically Disadvantaged	83	109	76.15	63.54		55	73	75.34	60.38	
English Language Learners										
Students with Disabilities	11	21	52.38	37.50		6	9	66.67	41.67	

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	284	373	76.14	77.99	92.00	125	205	60.98	76.38	81.00
Targeted Achievement Gap Group	94	137	68.61	67.59	92.00	36	76	47.37	73.08	81.00
Three Year Average Performance	**# Achieved**	**# Tested**	**Percentage**	**2013 AMO**	**90TH PCTL**	**# Achieved**	**# Tested**	**Percentage**	**2013 AMO**	**90TH PCTL**
All Students	807	1081	74.65	77.99	92.00	382	594	64.31	76.38	81.00
Targeted Achievement Gap Group	260	403	64.52	67.59	92.00	125	228	54.82	73.08	81.00
ESEA Subgroups	**# Achieved**	**# Tested**	**Percentage**	**2013 AMO**		**# Achieved**	**# Tested**	**Percentage**	**2013 AMO**	
African American	37	68	54.41	64.61		15	38	39.47	65.91	
Hispanic	13	19	68.42	73.68		7	13	53.85	72.23	
White	203	244	83.20	82.09		99	148	66.89	79.98	
Economically Disadvantaged	86	126	68.25	69.70		35	73	47.95	72.68	
English Language Learners										
Students with Disabilities	12	23	52.17	34.21		1	9	11.11	50.00	

2

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	35	37	94.59	95.10	94.00
Targeted Achievement Gap Group	5	5	100.00	66.67	94.00
Three Year Average Performance	**# Actual Graduates**	**# Expected Graduates**	**Percentage**	**2012 AMO**	**90TH PCTL**
All Students	89	101	88.12	95.10	94.00
Targeted Achievement Gap Group	12	15	80.00	66.67	94.00
ESEA Subgroups	**# Actual Graduates**	**# Expected Graduates**	**Percentage**	**2012 AMO**	
African American	3	3	100.00	83.33	
Hispanic	3	3	100.00	100.00	
White	25	27	92.59	96.53	
Economically Disadvantaged	4	4	100.00	66.67	
English Language Learners					
Students with Disabilities	1	1	100.00	16.67	

Report created on August 15th, 2013 - 11:00AM

Attachment 3

Writing Prompt and Reading Open Response Scores

	Grade Level	Pts. Possible	A+ 2011	State 2011	A+ 2012	State 2012	A+ 2013	State 2013
Reading								
Literary Passage	3	8	3.2	4.1	3.8	3.6	3.9	4.4
Content Passage	3	8	4.9	4.9	4.5	4.1	5.5	4.8
Practical Passage	3	8	1.9	2.9	4.1	3.8	2.6	3.1
Writing								
Content Domain	3	4 & 4	2.2 / 2.7	2.4 / 2.7	2.5 /2.4	2.5 / 2.3	2.4/2.6	2.4/2.4
Style Domain	3	4 & 4	2.2 / 2.7	2.4 / 2.7	2.5 / 2.4	2.5 /2.3	2.4/2.6	2.4/2.4
Sent. Formation	3	4 & 4	2.8 / 3.3	3.0 / 3.1	3.2 / 3.0	3.0 / 2.9	3.1/3.1	2.8/2.7
Usage Domain	3	4 & 4	3.3 / 3.7	3.5 / 3.6	3.7 / 3.5	3.4 / 3.3	3.4/3.4	3.2/3.2
Mechanics Domain	3	4 & 4	2.9 / 3.4	3.2 / 3.2	3.4 / 3.3	3.1 / 3.1	3.2/3.1	3.0/2.9
Reading								
Literary Passage	4	8	5.7	5.8	4.4	4.7	4.9	3.8
Content Passage	4	8	3.7	4.5	4.5	4.3	5.6	5.4
Practical Passage	4	8	3.6	4.3	2	2.2	4.1	4
Writing								
Content Domain	4	4 & 4	2.9 / 3.2	2.9 / 2.9	2.8 / 2.8	2.8 / 2.8	3.0/3.0	2.8/2.9
Style Domain	4	4 & 4	2.9 / 3.2	2.9 / 2.9	2.8 / 2.8	2.8 / 2.8	3.0/3.0	2.8/2.9
Sent. Formation	4	4 & 4	3.5 /3.6	3.4 / 3.3	3.5 / 3.4	3.3 / 3.3	3.5/3.7	3.1/3.3
Usage Domain	4	4 & 4	3.6 / 3.8	3.6 &/3.5	3.5 / 3.7	3.5 / 3.5	3.7/3.8	3.4/3.5
Mechanics Domain	4	4 & 4	3.4 / 3.6	3.4 / 3.3	3.3 / 3.6	3.4 / 3.4	3.5/3.7	3.2/3.3
Reading								
Literary Passage	5	8	3.8	3.9	4.9	4.6	6.2	6.3
Content Passage	5	8	6.5	6.7	5.6	4.8	6.6	6.4
Practical Passage	5	8	6.7	6.4	5.1	5.6	4.4	4.6
Writing								
Content Domain	5	4 & 4	3.0 / 2.8	3.0 / 2.8	3.0 / 2.9	3.0/3.0	2.8/2.9	2.9/2.9
Style Domain	5	4 & 4	3.0 / 2.8	3.0 / 2.8	3.0 / 2.9	3.0/ 3.0	2.9/2.9	2.9/2.9
Sent. Formation	5	4 & 4	3.3 / 3.3	3.5 / 3.4	3.8 / 3.7	3.4 / 3.5	3.5/3.4	3.4/3.4
Usage Domain	5	4 & 4	3.7 / 3.5	3.7 / 3.6	3.8 / 3.8	3.6 / 3.7	3.6/3.6	3.6/3.5
Mechanics Domain	5	4 & 4	3.7 / 3.6	3.6 / 3.5	3.7 /3.8	3.5 / 3.6	3.6/3.5	3.6/3.4
Reading								
Literary Passage	6	8	6.5	6.5	4.8	5.1	5.5	5.5
Content Passage	6	8	5.3	5.2	5.9	6.1	4.8	4.4
Practical Passage	6	8	5.8	5.6	2.8	3	5.4	5.5
Writing								
Content Domain	6	4 & 4	2.8 &/2.8	2.9 / 2.9	2.6 / 2.7	2.9 / 3.0	2.8/2.9	2.9/2.9
Style Domain	6	4 & 4	2.9 / 2.8	2.9 / 2.9	2.6 / 2.8	2.9 / 3.0	2.7/2.9	2.9/3.0
Sent. Formation	6	4 & 4	3.5 / 3.5	3.5 / 3.6	3.3 / 3.4	3.6 / 3.6	3.7/3.8	3.6/3.6
Usage Domain	6	4 & 4	3.7 / 3.6	3.7/3.7	3.7/3.7	3.7/3.7	3.7/3.8	3.7/3.8
Mechanics Domain	6	4 & 4	3.7/3.6	3.7/3.6	3.5/3.7	3.7/3.7	3.8/3.8	3.7/3.7
Reading								
Literary Passage	7	8	4.1	4.7	5.8	5.2	2.7	3.6
Content Passage	7	8	5.6	6.2	4.1	4.9	5.3	5.6
Practical Passage	7	8	6	6.5	4.6	4.6	4	4.1
Writing								
Content Domain	7	4 & 4	2.7/2.8	2.9/2.9	3.2/2.7	3.0/2.8	2.8/2.9	2.8/3.0
Style Domain	7	4 & 4	2.7/2.8	2.9/2.9	3.2/2.7	3.0/2.8	2.8/2.9	2.8/3.0
Sent. Formation	7	4 & 4	3.5/3.7	3.6/3.7	3.9/3.7	3.7/3.6	3.7/3.8	3.7/3.7
Usage Domain	7	4 & 4	3.5/3.8	3.7/3.7	3.8/3.8	3.8/3.7	3.9/3.9	3.7/3.8
Mechanics Domain	7	4 & 4	3.5/3.7	3.6/3.7	3.9/3.7	3.8/3.7	3.9/3.9	3.7/3.7
Reading								
Literary Passage	8	8	5.2	5.1	5.4	4.9	6.6	6.4
Content Passage	8	8	5.2	5.2	5.7	5.6	5.4	5.4
Practical Passage	8	8	6.8	6	5.9	6	4.2	3.8
Writing								
Content Domain	8	4 & 4	2.6/3.1	2.8/3.1	2.9/3.4	2.9/3.1	2.9/3.1	2.9/3.1
Style Domain	8	4 & 4	2.6/3.1	2.8/3.1	3.0/3.4	2.9/3.1	2.9/3.0	2.9/3.1
Sent. Formation	8	4 & 4	3.8/3.8	3.7/3.6	3.9/3.8	3.7/3.7	3.9/3.8	3.8/3.8
Usage Domain	8	4 & 4	3.9/3.9	3.8/3.7	3.9/3.9	3.8/3.8	3.8/3.9	3.8/3.8
Mechanics Domain	8	4 & 4	3.7/3.9	3.7/3.7	3.8/3.8	3.8/3.7	3.8/3.9	3.8/3.8

Demographic and Performance Data as requested by the State Board of Education

Arkansas Virtual Academy (ARVA)

DEMOGRAPHIC INFORMATION

Percentages	Arkansas Virtual Academy	State
Grade Level	**K-8**	**K-8**
Asian	1.12	1.51
Black/African American	9.15	20.78
Hispanic	5.92	11.12
Native American/ Alaskan Native	1.35	0.65
Native Hawaiian/ Pacific Islander	0.52	0.60
White	79.24	63.37
2 or more races	2.70	1.98

2013 ESEA REPORT DATA

Percentages Proficient and Advanced

Arkansas Virtual Academy K-8		
	LITERACY	**MATH**
All Students	72.17	63.50
TAGG	64.10	57.75
Black/African American		
Hispanic		
White	72.16	64.10
Economically Disadvantaged	67.12	60.47
English Language Learners		
Students with Disabilities	15.38	23.08

Demographic Source: Statewide Information System Reports 2013, Enrollment by Race and Grade Level

LITERACY PERFORMANCE
Percentages Proficient and Advanced
2012 REPORT CARDS

Percentages	GRADE 3 ARVA	GRADE 3 STATE	GRADE 4 ARVA	GRADE 4 STATE	GRADE 5 ARVA	GRADE 5 STATE	GRADE 6 ARVA	GRADE 6 STATE	GRADE 7 ARVA	GRADE 7 STATE	GRADE 8 ARVA	GRADE 8 STATE
Combined Population	69.10	81.50	73.70	85.10	80.40	85.50	68.20	75.10	79.50	80.30	92.90	80.30
TAGG	68.60	75.80	62.20	79.70	73.50	79.90	63.30	66.40	72.00	72.80	80.00	72.30
African American		69.50		75.20		75.00		56.60		66.60		66.50
Hispanic		79.00		83.10		84.00		70.20		78.60		77.90
White	68.00	85.70	80.40	88.70	81.60	89.10	67.60	81.80	88.20	85.00	90.00	85.10
Economically Disadvantaged	67.70	76.30	71.90	80.50	73.30	80.90	72.00	67.20	75.00	73.60		73.40
Students with Disabilities		45.00	9.10	42.90		42.60		28.20		33.60		31.80
Limited English Proficient	0.00	76.70	0.00	79.50	0.00	79.70	0.00	61.10	0.00	71.80	0.00	69.60

MATHEMATICS PERFORMANCE
Percentages Proficient and Advanced
2012 REPORT CARDS

Percentages	GRADE 3 ARVA	GRADE 3 STATE	GRADE 4 ARVA	GRADE 4 STATE	GRADE 5 ARVA	GRADE 5 STATE	GRADE 6 ARVA	GRADE 6 STATE	GRADE 7 ARVA	GRADE 7 STATE	GRADE 8 ARVA	GRADE 8 STATE
Combined Population	83.60	87.00	71.90	82.00	66.10	76.20	56.80	75.50	74.40	77.30	71.40	68.60
TAGG	82.90	82.60	59.50	76.00	58.80	68.70	46.70	67.40	72.00	69.40	30.00	58.30
African American		73.90		66.90		57.50		54.70		57.80		43.00
Hispanic		86.40		80.60		73.70		73.60		77.90		66.20
White	82.00	91.30	78.30	87.20	67.40	82.50	54.10	82.40	79.40	83.40	85.00	77.30
Economically Disadvantaged	80.70	82.70	65.60	76.40	60.00	69.30	52.00	68.00	70.80	70.00		59.10
Students with Disabilities		61.70	27.30	48.00		38.30		34.10		37.00		28.30
Limited English Proficient	0.00	84.40	0.00	77.30	0.00	68.10	0.00	67.40	0.00	72.80	0.00	57.40

2013 Annual Report

Arkansas Virtual Academy (ARVA)

ARKANSAS VIRTUAL ACADEMY
YEAR 2 REVIEW – SEPTEMBER 2013

DEMOGRAPHIC DATA

	AS REPORTED IN SEPTEMBER 2012	SEPTEMBER 2013
Grades Served	K-8	K-8
Enrollment Cap	500	3,000
Current Enrollment	500	1292
Caucasian	85%	83.6%
African American	7%	9.4%
Hispanic	6%	3%
Asian	1%	1%
Native American	>1%	>1%
Pacific Islander	0%	>1%
Other / Not Reported	0%	>1%
Free/Reduced Lunch	58%	66%

PROGRESS TOWARD MEETING PERFORMANCE OBJECTIVES APPROVED IN RENEWAL APPLICATION

Goal 1:
Increase academic achievement in mathematics as indicated on the benchmark and end of course exams and demonstrate proficiency at the state level of Annual Measurable Objective (AMO).

Explanation of Progress

We did not achieve goal one successfully during the 2012-2013 school year. The percentage of all students scoring proficient or advanced across the district was 67.70. Within the elementary grades, K-5, the percentage of all students scoring proficient/advanced increased to 71.35 from 70.42 in 2011-2012. Students included in the TAGG within the elementary grades improved to 65.42 proficient/advanced from 62.77 the prior year. Within the middle school grades, the percentage of all students scoring proficient/advanced was 63.19. Students included in the TAGG within the middle school were 58.33 proficient/advanced. On the Algebra I EOC exam, 73 percent of students were proficient or advanced.

Goal 2:
Increase academic achievement in literacy as indicated on the benchmark exam and demonstrate proficiency at the state level of AMO.

Explanation of Progress

The district, elementary grades, and middle school grades were all designated as achieving based on 2012-2013 accountability reports. Within the elementary grades, the percentage of all students scoring proficient/advanced increased slightly to 73.56 from 73.11 in 2011-2012, while the TAGG within the elementary grades decreased slightly to 66.35 from 66.91 in 2011-2012. Within the middle school grades, the percentage of students scoring proficient/advanced was 71.67. Students included in TAGG in the middle school were 62.96 proficient/advanced.

Goal 3:
On average, students in the program for at least two years will meet or exceed the state and national average as measured by the Complete Battery Percentile Rank (PR) on the state-mandated norm-referenced assessment in literacy and mathematics.

Explanation of Progress

The reading percentile rank outcomes successfully meet this goal. While the grades represented do not include the same students across all grades reported, ARVA students appear to make incrementally greater improvement in reading with each passing year. When viewing language comparisons, this goal was not met in full. In grades 3 and 4, ARVA students neither exceed the state nor the national average. At 5th grade, ARVA students began to perform nearly equal to, or slightly ahead of the average state outcome. Grades 7 and 8 demonstrate a more favorable outcome for ARVA students in this comparison. This goal was not met in mathematics. Both the state and ARVA students exceed the 50th percentile at each grade level. In grades 3, 4, 5, and 7, the state average exceeds the average performance of ARVA students by 1-3 percent. In grade 6, outcomes appear equal, and ARVA students demonstrated substantial improvement in grade 8.

	ARVA Math Average NPR	State Math NPR of Mean SS	ARVA Reading Average NPR	State Reading NPR of Mean SS	ARVA Language Average NPR	State Language NPR of Mean SS
3rd *N = 43*	53	55	57	51	43	46
4th *N = 42*	59	61	62	53	47	55
5th *N = 44*	52	55	57	47	51	50
6th *N = 41*	55	55	63	46	49	49
7th *N = 34*	53	54	69	50	53	47

8th *N = 28*	62	54	68	53	59	48

Percentile rank comparisons were not calculated on an equal-interval scale

10/1/2011 was used to begin the two year period

Goal 4:
Students will complete 90% of the curriculum lessons in literacy and mathematics.

Explanation of Progress

Arkansas Virtual Academy has successfully met this goal. Each year, we review percentages of curriculum completion with teachers as part of the annual review process. The average completion of mathematics curriculum was 95%, and average completion of literacy curriculum was 96% upon the conclusion of the 2012-2013 school year.

Goal 5:
Students will demonstrate mastery at 80% or above in every completed lesson and unit objective as measured by assessments within the Online School (OLS).

Explanation of Progress

Arkansas Virtual Academy has successfully met this goal. Mastery of lessons with a score of 80% or greater on assessments is a requirement to be advanced to the next lesson. Additional lessons and activities are provided after a student has demonstrated mastery at 80% or greater.

Demographic and Performance Data as requested by the State Board of Education

Benton County School of the Arts

DEMOGRAPHIC INFORMATION

Percentages	Benton County School of the Arts	Eastside Elementary	Bonnie Grimes Elementary School	Jones Elementary School	Old Wire Elementary School	Benton County School of the Arts	Elmwood Middle School	Kirksey Middle School	Benton County School of the Arts	Rogers Heritage High School	Rogers High School
Grade Levels	**K-5**	**K-5**	**K-5**	**K-5**	**K-5**	**6-8**	**6-8**	**6-8**	**9-12**	**9-12**	**9-12**
Asian	1.34	0.00	0.66	1.20	2.47	1.63	1.02	3.53	1.28	1.58	1.86
African American	1.07	1.09	0.66	2.00	2.09	2.17	1.28	1.35	3.42	1.29	1.63
Hispanic	15.01	58.65	61.37	74.95	61.03	12.50	41.05	44.61	8.97	41.56	41.63
Native American/ Alaskan Native	0.80	0.91	0.22	0.40	0.95	1.63	0.13	0.73	1.71	1.63	0.70
Native Hawaiian/Pacific Islander	0.80	0.36	1.77	0.60	1.52	1.63	0.38	1.14	0.00	0.79	0.65
White	74.26	37.70	33.77	18.84	30.04	73.91	55.12	48.03	82.91	51.21	52.17
2 or more races	6.70	1.28	1.55	2.00	1.90	6.52	1.02	0.62	1.71	1.93	1.35

Source: Statewide Information System Reports 2013, Enrollment by Race and Grade Level

LITERACY PERFORMANCE

Percentages Proficient and Advanced

Percentages	Benton County School of the Arts	Eastside Elementary	Bonnie Grimes Elementary School	Jones Elementary School	Old Wire Elementary School	Elmwood Middle School	Kirksey Middle School	Benton County School of the Arts	Rogers Heritage High School	Rogers High School
Grade Levels	**K-8**	**K-5**	**K-5**	**K-5**	**K-5**	**6-8**	**6-8**	**9-12**	**9-12**	**9-12**
All Students	88.34	93.92	90.48	89.37	93.88	87.65	89.65	91.30	69.69	77.42
TAGG	76.47	92.66	88.80	89.23	93.91	82.17	84.47	80.00	56.70	65.62
African American						63.64				
Hispanic	85.00	93.87	89.13	89.94	94.30	82.16	87.36		52.24	61.19
White	88.52	93.33	93.68	85.71	92.31	92.54	91.77	90.00	81.44	89.57
Economically Disadvantaged	80.70	92.61	88.61	88.77	93.58	82.97	85.56		57.76	67.14
English Language Learners	88.89	93.29	86.88	90.18	93.29	77.27	85.59		38.10	47.83
Students with Disabilities	34.62	75.61	61.36	72.22	83.33	53.06	47.62		26.32	40.82

Source: Archive Reports Center-School Performance Data Reports 2013-ESEA Reports

MATHEMATICS PERFORMANCE

Percentages Proficient and Advanced

Percentages	Benton County School of the Arts	Eastside Elementary	Bonnie Grimes Elementary School	Jones Elementary School	Old Wire Elementary School	Elmwood Middle School	Kirksey Middle School	Benton County School of the Arts	Rogers Heritage High School	Rogers High School
Grade Levels	**K-8**	**K-5**	**K-5**	**K-5**	**K-5**	**6-8**	**6-8**	**9-12**	**9-12**	**9-12**
All Students	83.43	93.54	87.76	87.44	89.39	80.92	81.64	82.65	78.59	81.19
TAGG	74.13	92.66	86.40	86.67	89.13	72.91	72.67	85.37	73.18	73.88
African American						72.73	70.00		90.00	83.33
Hispanic	82.22	94.48	85.33	85.80	87.97	74.64	74.16		69.08	71.73
White	83.75	92.22	93.68	96.43	90.77	85.81	87.50	80.95	87.31	89.81
Economically Disadvantaged	80.00	92.12	86.92	86.63	88.53	73.31	73.94	93.75	72.69	75.39
English Language Learners	85.71	93.96	83.12	85.89	87.25	69.43	71.77		58.08	63.05
Students with Disabilities	34.62	80.49	56.82	75.00	86.67	47.96	39.29	60.00	77.92	76.47

Source: Archive Reports Center-School Performance Data Reports 2013-ESEA Reports

2013 Annual Report

Benton County School of the Arts

BENTON COUNTY SCHOOL OF THE ARTS
YEAR 2 REVIEW – SEPTEMBER 2013

DEMOGRAPHIC DATA

	AS REPORTED IN SEPTEMBER 2012	SEPTEMBER 2013
Grades Served	K-12	K-12
Enrollment Cap	825	825
Current Enrollment	786	780
Caucasian	80.2%	79.1%
African American	3.8%	3.1%
Hispanic	10.4%	11.5%
Asian	2.5%	3.6%
Native American	2.3%	1.8%
Pacific Islander	>1.0%	>1.0%
Other	>1.0%	>1.0%
Free/Reduced Lunch	32.5%	27.95%

PROGRESS TOWARD MEETING PERFORMANCE OBJECTIVES APPROVED IN RENEWAL APPLICATION

K-8 students will achieve annual measurement objectives as defined by the state.

Explanation of Progress:

2011-2012 Achieving Literacy/Achieving Math/Achieving School
2012-2013 Needs Improvement Literacy/Achieving Math/Needs Improvement School

2011-2012 In twelve (12) tested areas (3-8 Literacy and Math), we outperformed the State average in nine (9) areas. We did not outperform the State in 5th Math, 6th Literacy, and 7th Literacy
We scored 100% Proficient in 8th grade Algebra I.
2012-2013 In twelve (12) tested areas (3-8 Literacy and Math) we outperformed the State average in all twelve (12) areas.
We scored 100% Proficient in 8th grade Algebra I.

2011-2012 ESEA AMO Performance – Literacy: Exceeded Combined (Grades 3-8) 88.70% to expected 86.83%. Did not exceed TAGG (Grades 3-8) 76.3% to expected 77.87%.
ESEA AMO Growth – Literacy: Exceeded Combined (Grades 3-8) 91.35% to expected 86.75%. Exceeded TAGG (Grades 3-8) 82.30% to expected 77.08%.
2011-2012 ESEA AMO Performance – Math: Exceeded Combined (Grades 3-8) 84.99%

to expected 75.63%. Exceeded TAGG (Grades 3-8) 75.71% to expected 68.18%.
ESEA AMO Growth – Math: Exceeded Combined (Grades 3-8) 76.47% to expected 68.98%. Exceeded TAGG (Grades 3-8) 68.14% to expected 60.14%.

2012-2013 ESEA AMO Performance – Literacy: Exceeded Combined (Grades 3-8) 88.34% to expected 88.03%. Did not exceed TAGG (Grades 3-8) 76.30% to expected 79.88%.
ESEA AMO Growth – Literacy: Did not exceed Combined (Grades 3-8) 87.31% to expected 87.96%. Did not exceed TAGG (Grades 3-8) 77.57% to expected 79.17%.
ESEA AMO Performance – Math: Exceeded Combined (Grades 3-8) 83.43% to expected 77.84%. Exceeded TAGG (Grades 3-8) 73.94% to expected 71.08%.
ESEA AMO Growth – Math: Did not exceed Combined (Grades 3-8) 70.52% to expected 71.80%. Did not exceed TAGG (Grades 3-8) 59.81% to expected 63.77%.

We implemented Measures of Academic Progress (MAP) formative assessments during the 2012-2013 school year to determine the ongoing progress of students in grades 2-8 in Literacy and Math. During the current 2013-2014 school year we are using MAP results, Benchmark results, and teacher recommendations to "double block" middle school students (grades 5-8) in Literacy and Math. Students who are double blocked are students who scored Below Basic/Basic on the 2012-2013 Benchmark assessment and/or demonstrate below grade level functioning on the MAP assessments. We are also providing after school tutoring for students who are considered at risk of not scoring Proficient/Advanced as a result of the above mentioned assessments. Students in grades K-1 will begin MAP assessment in 2013-2014 in order to determine the areas they are in need of academic assistance. These identified students will receive additional instructional tutoring/remediation. All students in grades K-8 who qualify for Title I Target Assistance services, as well as our identified ELL students in need of academic assistance, will receive services in our Title I/ELL Learning Lab. We provide all students in grades K-8 academic assistance through an online tutorial program called Study Island. In addition, teachers in grades 3-4 are receiving training in Cognitive Guided Instruction (CGI) and all 5-8 math teachers are receiving training in Extending Mathematics training. All core curriculum teachers in grades 5-8 received Pre-AP training over the summer 2013 in order to enhance the rigor of their courses for the 2013-2014 school year. Per teacher request, we transferred a classroom teacher to serve as our Special Education (grades K-8) teacher for the 2013-2014 school year. We had two different Special Education teachers in the 2012-2013 school year who struggled to meet the needs of our Special Education students. We are confident the teacher we have in place this year will provide the much needed specialized instructional services. We are members of the Benton County Special Education Consortium that provides us SEA and consulting teacher assistance in the area of Special Education academic programming.

Students in Algebra I and geometry will score at or above state proficiency levels in annual mathematics assessments as established by the Arkansas State Department of Education.

Explanation of Progress:

2011-2012 Achieving Literacy/Needs Improvement Math/Needs Improvement Graduation Rate/Needs Improvement School
2012-2013 Achieving Literacy/Needs Improvement Math/Needs Improvement Graduation Rate/Needs Improvement School

2011-2012 Algebra I: We outperformed the State average (92% to 79%).
Geometry: We outperformed the State average (89% to 75%).
2012-2013 Algebra I: We did not outperform the State average (74% to 77%).
Geometry: We outperformed the State average (90% to 72%).

2011-2012 ESEA AMO Performance – Math: Did not exceed Combined (Algebra I/Geometry) 90.63% to expected 92.44%. Exceeded TAGG (Algebra I/Geometry) 88.78% to expected 88.54%.
2012-2013 ESEA AMO Performance – Math: Did not exceed Combined (Algebra I/ Geometry) 81.63% to expected 93.13%. Did not exceed TAGG (Algebra I/ Geometry) 82.93% to expected 89.58%.

During the 2012-2013 school year the high school Algebra I teacher died unexpectedly in February. This was a shock to our students, staff, and school community. We were able to hire a certified math teacher to complete the school year. However, we believe the dramatic change in teachers and the emotional loss of the teacher had an adverse impact on our 9th grade Algebra I students. For the 2013-2014 school year we are double blocking students in Algebra I and Geometry who are demonstrating deficit areas. We began implementing the Measures of Academic Progress (MAP) assessments in the 2012-2013 school year so that we can identify those students who are experiencing academic difficulty in math concepts. In addition, incoming ninth grade students' Benchmark results from their eighth grade school year are examined to identify strengths and weaknesses. Before and after school tutoring will be available to students who need extra tutoring and assistance. The online Study Island tutoring program will be used to assist students with instructional tutoring. Our ESEA math scores are so high, and our AMO trajectory expectations are so high, that making yearly increases will be a challenge, especially when there is such an emotional impact as the sudden death of a teacher.

Students will score at or above state proficiency levels in annual literacy assessments as established by the Arkansas State Department of Education.

Explanation of Progress:

2011-2012 Literacy: We outperformed the State average (82% to 68%).
2011-2013 Literacy: We outperformed the State average (91% to 70%).

2011-2012 ESEA AMO Performance – Literacy: Exceeded Combined 86.05% to expected 75.22%. Exceeded TAGG 73.33% to expected 54.17%.
2012-2013 ESEA AMO Performance – Literacy: Exceeded Combined 91.30% to expected 77.48%. Exceeded TAGG 80.00% to expected 58.33%.

Students will score at or above state proficiency levels in biology assessments as established by the Arkansas State Department of Education.

Explanation of Progress:

2011-2012 Biology: We outperformed the State average 80% to 68%.
2012-2013 Biology: We outperformed the State average 81% to 70%. We had the second highest Biology scores in the state.

Additional Information as Submitted by the Applicant for the State Board of Education

Quest Middle School of West Little Rock

In The Matter Of:

BEFORE THE STATE DEPARTMENT OF EDUCATION
CHARTER AUTHORIZING PANEL

November 14, 2013

Sharon Hill Court Reporting
4021 Robinwood Cr.
Bryant, AR 72022
(501) 847-0510

Original File Charter Authorizing Panel 11-14-13.prn
Min-U-Script® with Word Index

get technical assistance. And also I'd like to remind you that if anyone votes to deny an application we'll need to do a roll-call vote and you all will need to state your reasons for denial.

A-1: HEARING OF OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL APPLICATION: QUEST MIDDLE SCHOOL OF WEST LITTLE ROCK, LITTLE ROCK, ARKANSAS

CHAIRMAN KIMBRELL: Thank you, Ms. Clay. Ms. Perry, we will ask you to come bring forth Action Item A-1.

MS. PERRY: Thank you, Commissioner. Action Item A-1 is a request from Quest Middle School of West Little Rock to open an open-enrollment charter. This school is sponsored by Responsive Education Solutions. They are requesting grades 6-12, 6-8 in the first year, adding a grade per year, with a maximum student enrollment cap of 490, again beginning with only 220 in year one. And the address for the proposed school is 1815 Rahling Road in Little Rock. To begin the presentation today, on behalf of Responsive Education Solutions is Dr. Edwin Strickland and also there is someone here from Little Rock, Dr. Glasgow, who will want to speak after the initial presentation.

CHAIRMAN KIMBRELL: Thank you, Ms. Perry. May I

ask those that will be speaking on behalf of Action Item 1, Quest Middle School's request for application, please stand to be sworn in. Okay. Please raise your right hand. Do you swear to tell the truth, the whole truth and nothing but the truth?

(ALL WITNESSES ANSWERED AFFIRMATIVELY)

CHAIRMAN KIMBRELL: Okay. Hold on. Have I got everybody?

MS. PERRY: There are people on the outside also.

CHAIRMAN KIMBRELL: Okay. There are people who will be speaking on the Quest Middle School outside? Okay. If you're outside, raise your hand. Do you swear to tell the truth, the whole truth and nothing but the truth?

(ALL WITNESSED ANSWERED AFFIRMATIVELY)

CHAIRMAN KIMBRELL: Thank you. I will also remind each side that there is 20 minutes. So if the charter applicant has theirs prepared -- understand that at 20 minutes we will stop. If there are a couple of things I have some authority to grant another couple of minutes. Those that are opposed, be sure that you're working together because if the first individual up takes all 20 minutes then there won't be opportunities for others. I'll try to make

sure everybody gets an opportunity but if there are opposition -- there are multiple people with opposition to this, please work out your arrangements for the use of the 20 minutes. Okay. So we will begin. Please state your name for the record.

DR. STRICKLAND: Yes. Dr. Edwin Strickland. Good morning, Members of the Review Panel. Again, my name is Dr. Edwin Strickland and I serve as the Arkansas statewide director for Responsive Education Solutions. In that role I have the opportunity to have local oversight responsibilities for the three charters that we currently have in Arkansas, schools in Bentonville, Little Rock and Pine Bluff. And it is an absolute honor for us to have the opportunity to serve the parents, the children and the families of those communities. I can't tell you how excited we are to be here this morning with the opportunity to continue that tradition of service at our school in West Little Rock.

I want to just take a moment to introduce a few people who are with us today, who will be speaking during our presentation. First, I will begin with Dr. Allen Wimberley. Dr. Allen Wimberley is our Chief Learning Officer with Responsive Education Solutions. And then we have Mr. Charles Cook, and

Mr. Cook is our Chief Executive Officer with ResponsivEd. I also have with us today Mr. Gary Newton, and Mr. Gary Newton is one of our parent initiators. He and several others are responsible for ResponsivEd having the opportunity -- to have an opportunity to come and to have a high-quality school in this area. And so with that being said this morning I want to yield my time and ask Mr. Newton to come to the podium and to share with you this morning.

CHAIRMAN KIMBRELL: Thank you, Dr. Strickland.

MR. NEWTON: Thank you, Dr. Strickland.

CHAIRMAN KIMBRELL: Mr. Newton, you're recognized.

MR. NEWTON: Good morning, Chairman Kimbrell, Members of the Charter School Authorizing Panel. I'm honored to be here this morning as a parent of two students who are in their eighth year of public education, seven years in three Little Rock School District schools and now four months at eSTEM Public Charter Middle School. On behalf of the 306 parents and citizens who signed petitions, the 222 who joined our action group, the 18 civic business and parent leaders who submitted letters of support, and those who are with us today, I stand before you seeking

approval of the parent-initiated Responsive Education Solutions open-enrollment public charter application of Quest Middle School of West Little Rock. Unlike perhaps any charter application in our state's history, ours was necessitated by a decades long void of public secondary education in our community. Simply put, our parents seek to provide public education where none exists. In November of 2012, seven traditional school district parents met to discuss initial steps in creating a charter middle and high school in West Little Rock. The group adjourned highly motivated to mobilize parents in support of the effort and attract a world-class charter management organization. The following month, 78 parents convened at a church to hear from the parent initiators of the newly approved Responsive Education Solutions Northwest Arkansas Classical Academy in Bentonville. By June of 2013, our group had grown to over 220 parents, when we too chose Responsive Education Solutions to create Quest Middle School. In ResponsivEd, we have found that proven world-class partner to provide immediate, accessible and excellent public secondary education for our children. While every family's experience is different, allow me to share ours so you may better

understand why we and our fellow parents have acted.

In 2005, we moved to Little Rock from Los Angeles for a better life for our children and our family. When lack of capacity at our zoned elementary school denied our twins access to pre-K in our community, we were blessed to find space and excellence at Fair Park Early Childhood Center in Midtown. There, we also found the economic and cultural diversity our family so values. Fair Park truly reflected our city. When it came time for kindergarten we were guaranteed space at our zoned school, though capacity had been supplemented for years with temporary buildings. For third grade ours were among the first students at Roberts Elementary School. On the day it opened Roberts' 900 students made it the largest elementary school in the Little Rock School District. Based on last year's benchmark exams, it is also the fifth highest performing elementary school in the state of Arkansas. This school year, because demand exceeded desks, pre-K was canceled at Roberts. Just as capacity had denied our children access to their zoned school for pre-K, now all Roberts' parents would have to send their four-year olds out of their attendance zone for their first public school experience. This year, when it

came time for middle school our only public choices were to bus our children east of University to our zoned middle school or to Mann Arts and Science Magnet east of I-30 on Roosevelt. Based on last year's benchmark exams, out of 871 schools reporting in Arkansas, our zoned middle school ranked 849th in math and 845th in literacy, the lowest 3% of schools in Arkansas. Mann, which is a stipulation magnet, ranked 624th and 591st, respectively, among the lowest third in Arkansas. In other words, we were expecting to leave Arkansas' fifth best elementary school and bus across town in order to attend one of the lowest performing schools in the state. Meanwhile, we were also denied entry into the public middle school closest to our home, Joe T. Robinson, in the Pulaski County Special School District, because both Pulaski County and Little Rock exempted their districts for the Public School Choice Act of 2013. So when we were finally successful in our third charter school lottery, we acted as we did in moving from Los Angeles and chose to do what was best for our children and family and enrolled our students downtown, without transportation, at eSTEM Public Charter Middle School. Now, as with Fair Park seven years earlier, at eSTEM we found both excellence and

the valued cultural and economic diversity truly reflective of our city. For three years, like waves of parents before us, we begged our school board to provide excellent, accessible public secondary education for our students, but it didn't. Only when we stopped begging and started acting upon the option afforded us by the General Assembly and the Governor, resulting in the application before you today, did the board move to acquire property for a middle school in West Little Rock. If land purchased to construction follows Roberts' timeline, a middle school will be ready in West Little Rock in time for our children's senior year. That said, the board has indicated that any new construction is contingent upon the results of a yet to begin facilities study and a millage increase, which has no election date set nor a guarantee of success. Just as our perceived competition prompted our board to act, it is our intention that the quality of Quest Middle School will accelerate construction of new traditional middle and high schools in the community. Just last week Dr. Guess stood right here before the State Board of Education to recommend that Robinson Middle School and High School be refurbished as all middle school and a new high school be built,

contingent, of course, upon a millage increase. If approved by voters, Little Rock's and Pulaski County's three new traditional schools would be just 3.3 miles apart. After generations of inaction we don't think it a coincidence that Dr. Guess's proposal, Little Rock's land purchase, and our hearing today all came within the past three weeks. Over a recent two-year period our district lost 588 students; 504 of those left between the 5th and the 6th grades. Over a four-year period the middle school increased 460%. As a result, the vast majority of last year's Roberts Elementary 5th graders are no longer in traditional public education. Friendships which have been forged over the years have been scattered among private schools, home schools, charter schools and school districts outside of Pulaski County, not because of choice but because of movement, all because the board chose not to act upon public readily accessible census and demographic data. Three of the five parents who are most involved in the historic selection of Dr. Dexter Suggs as the new Little Rock School District superintendent are leaders of our charter effort. One of those parents has led us and other former Roberts' parents in joining and supporting our zoned

middle school PTA, even though none of us have children there. Already, that partnership has more than tripled PTA membership and fundraising over last year. As evidenced by our actions, our parent initiators of Quest Middle School believe public education is not either/or; it's all. We are keenly aware that the success or failure of our entire community is contingent upon the success or failure of our school district. That is why we have and we will continue to strongly support our district's new leadership in putting children first. As our new superintendent has said, "Parents should have the right to send their child to any school they deem best for their child." As we continue to support his and our district's work to become a viable choice, we respectfully ask that you approve our complimentary efforts to become an immediate choice. We thank you for your time, consideration and service. My fellow parents and I look forward to answering any of your questions and/or addressing any of your concerns. It is now my privilege to introduce a person who will share more about our proposed academic program, Dr. Allen Wimberley, the Chief Learning Officer of Responsive Education Solutions.

CHAIRMAN KIMBRELL: Thank you, Mr. Newton.

MR. NEWTON: Thank you, sir.

CHAIRMAN KIMBRELL: Mr. Wimberley. You're at about 11 minutes.

DR. WIMBERLEY: Okay. Good morning. I am Allen Wimberley, Chief Learning Officer for Responsive Education Solutions. One of the most enjoyable things that I do is just to speak with other educators. I like doing that. I like being around those kinds of people who have given themselves to educating children. Quest Middle School in West Little Rock is a place that we're excited about. Responsive Education Solutions calls itself "responsive" because that's what we're doing. We're here today because we're responsive. One of the things that I think is important for us is that when we listen to community members, we listen to parents, and we listen to students and we do focus groups and all these different ways that we try to get information about what the needs are in a community. I don't -- in my role as leadership of our division, 26 people in our central administrative division work under my leadership with our schools. And my role, I think, is not to dictate to a community or anyone, "Well, this is our program and all the students who come through the door are going to fit in that

program." I think my role is not to believe that this is the best way or that's the best way or this is the only way that a child is going to learn, because all of us as educators kind of build our tool kits as we go along. We just kind of put those together and this is what happened and this is what worked. I think my role is to be an architect because there are so many ways that children learn. And so Quest Little Rock is an opportunity for us to come in and with the proven practice and methods that we've used we're going to set it up to diagnose, using the data from the diagnostics, to choose the delivery systems. You will see a structure for that school that we think is best. It will be set up and it will look like middle schools should look structurally, but what happens in the classroom is going to be much different. We're definitely about trying to take disengagement out of the equation in education. So many times we find that its not just things like drop-ins; it's mostly disengagement, and there's two types of disengaged student: those who have realized that they just have to learn the teacher or learn the classroom or learn the system and navigate it and they disengage from the excitement and the passion for learning, but they

belong to families that are not going to allow them to stop attending school, and those who have disengaged and their families really allow them to go ahead and leave. They're all over our campuses. And so we're about engagement. That is going to at Quest look like a blend. It's very easy for people to always talk about education reform and how we're going to be innovative. You know, the truth is is that it's hard to define and describe that. Everybody likes to call themselves innovative. What we do though is we take those proven practices with emergent technology and with engaged teachers who really want to do what they wanted to do when they decided to become a teacher. We put them back in those classrooms. In a classroom you will find a blend of technology and teachers, where the teachers are able to focus on the students who really need that teacher. But those students who -- in a lot of ways they don't really need me. They're going to be allowed to be in a curriculum program that allows them to go not at their own pace but under their own direction. They'll be able to actually accelerate within the structural classroom. So it's not a technology program; it's not a strict regimented teacher-directed instruction program; it's a program

-- it's not really even -- well, you know, you can't even call it a program because it may look different for different children, may look different on different campuses. But it certainly is a list of things that we're going to bring in. Two of the subjects during the day will be delivered primarily through technology, the content will. Because what happens a lot of times is those delivery systems are given a backseat and say, "Well, those are supplemental to a teacher preparing the lesson plan and delivering it every day." We flip that. We allow them to get their content learning through that system but then the teacher focuses on putting together labs and putting together the creative part of supporting and reinforcing what they are learning through those systems. Now we do that in two subject areas. Yeah, the subject areas look -- they're going to look -- they're going to have the look of traditional. But as we diagnose and as we look at the data, to use it for those delivery systems, we're going to respond to that student. What I try to drive home with our people is this: in current systems it's very easy for teachers to show up -- and I love teachers; I married on, I am one, a lot of my family members are teachers -- but it's very easy to

be a teacher and to show up and do our jobs and go home and ask ourselves, "Did I do my job? Did I teach everything I was supposed to teach today?" The honest truth is, as I tell our people, that's the wrong question. The question is at the end of the day for those people who have given themselves to the children -- the question we should be asking at the end of the day is, "Did every child that I'm responsible for learn everything they were supposed to learn today?" And if we consistently drive that home every single day it helps us stay out of a lot of the things that distract from that. We build a system that's about learning rather than focusing on teaching. We focus on middle school kids at Quest because a lot of people say, "Well, they're in elementary school, they're moving to high school," and they kind of see it as a parenthesis time. We focus on it being a time of passage, an exciting journey. At Quest Middle School in Little Rock we're going to come in, we're going to bring in the curriculum systems; we're going to bring in the learning systems; we're going to respond to every child that's there. You heard the numbers for the campus size. Those things are going to be done that way so that we can focus on every single individual

child. I appreciate you allowing me just to speak for just a couple of minutes this morning. I want to introduce our Chief Executive Officer, Mr. Charles Cook.

CHAIRMAN KIMBRELL: Mr. Cook, we're at about three minutes.

MR. COOK: Thank you, Commissioner. Thank you, Committee Members. I appreciate you having us here today. Just want to tell you -- my name is Charles Cook and I'm CEO of Responsive Education Solutions. I just wanted to talk for a second about, you know, who we really are as an organization. We've been in business 15 years; we're a nonprofit organization, 501(c)(3). We started those 15 years ago with collaboration. We were formed with experienced superintendents. Linus Wright from Dallas ISD was on our board, that initial board. Forrest Watson from Bedford's in the mid-cities, between Dallas and Fort Worth, another gentleman. And so our, you know, relationships really just started as how do we go in and help districts; how do we go in and serve students that are needed in those -- that have the most needs in those districts. Well, we are proud to continue that heritage and today some of the recent relationships we're excited about is our partnership

with Austin ISD, in Austin, Texas. We have two schools on-site, campuses within campuses, and that relationship is going very well. And then we have a relationship with Lone Star College in the Houston area, the second largest community college in the state of Texas. And that relationship is for a hi-tech high and high school high format on two of their campuses. And so we're excited. We're excited that this parent group from West Little Rock approached us and we love their passion. They have a need, a real need, and we're ready to help. We're ready to make a difference in their lives and in their kids' lives. So we appreciate you having us here; we appreciate you considering our application; and we ask that you approve and allow us to serve these kids. Thank you, guys.

CHAIRMAN KIMBRELL: Thank you, sir. Dr. Strickland, anyone else or -- you have about a minute left.

DR. STRICKLAND: No.

CHAIRMAN KIMBRELL: Okay. Then we'll move to the -- any organization -- is it just Little Rock? Is anyone besides Little Rock here to speak in opposition of this middle school? If not, Dr. Glasgow, we'll recognize you for 20 minutes.

DR. GLASGOW: Chairman Kimbrell and Members of the Panel, good morning. I want to start off by saying that I appreciate Gary Newton; I appreciate the efforts that he has undertaken. We're happy with the parents in West Little Rock that want a school there to serve the students. We agree that we need a school in West Little Rock. Our school board, a little over a year ago, one of their five goals was to build a middle school in West Little Rock. That then was reaffirmed by our school board as a goal for this year. We've already purchased land. I understand that it takes a little while to get that done and we will be seeking a millage and we need the support of the parents in West Little Rock to get that done. When that happens, we're going to build a state-of-the-art middle school in West Little Rock on the land that we've already purchased. It's going to be something else. It's going to be similar to Roberts Elementary in that it's going to have all the bells and whistles and will serve the students in that part of town, which needs service. Meanwhile, what we've done pending that is Dr. Suggs has a plan where Forrest Heights Middle School, which is a -- if you've been there recently, a new facility. It's been redone. It's going to be a K-8 STEM school and

it will be available for students in West Little Rock to attend in the meantime. I'd also like to say that -- I'd also like to say that, contrary to Mr. Newton's statement, Mann Middle School, which he listed -- I don't doubt where it was on the list, but the Office of Education Policy recognized Mann and Mabelvale Middle Schools as two of the schools in the state in the top 10 among schools that have achieved over the last year or two. So that is certainly a good option. I feel that the primary reason that you, the Charter Panel, should not approve the Quest Middle School in West Little Rock is because you have three ResponsivEd charter schools in the state already that are new. You have the one in Bentonville; you have one in Little Rock, Premier High School; and you also have one in Pine Bluff. They haven't been in operation long enough for you to get any results from them. I have some and our board has some serious doubts about the -- as Mr. Newton labeled it -- the proven world-class partner that they have, which is ResponsivEd. Texas has the same public school report card system that Arkansas has. In other words, you can go on their website and you can look at all their schools and you can see how they're achieving. I decided to go on and look, so I

looked through their list and I found schools that were labeled Premier High Schools. I found schools that were labeled Quest. And I looked to see how they were achieving in relationship to the traditional public schools in the state of Texas. I picked out 13. There were others I didn't pick. It was kind of a random selection process that included some big schools, Fort Worth, San Antonio, Abilene, and so-forth. Out of the 13, of course, they had schools from -- they had scores for math and they had scores for literacy. So 13 times math and literacy is 26 different scores to look at. Out of those 26 scores, in 19 instances out of 26 the state average was higher than the charter school in those locations. Recently, in fact, on January 30th of this year, an organization called the Center for Research on Educational Outcomes, CREDO -- C-r-e-d-o -- if you haven't looked at their report, you should. It's located at Stanford University. I'd ask all the parents from West Little Rock to look it up. CREDO, C-r-e-d-o -- not Stanford; not EDU -- and you will find the report that's on large charter networks that they studied to see how -- what their achievement was. Amy Churchill, who was writing about the report that CREDO published in January, said, and I quote,

"First, CREDO found significant variation in the quality of charter school management networks" -- or CMO's, such as -- a CMO would be like KIPP and ResponsivEd. "Authorizers must be persnickety in the educational organizations with whom they contract. There are sour lemons as well as delicious apples in the CMO barrel." CREDO's analysis discovered that, "The finest CMO networks, e.g., KIPP and Uncommon Schools, have large positive effects on students' learning growth while the lowest performing networks, e.g., Quiet Hat and Responsive Education Solutions, have far less favorable effects on student learning." The summary -- and I read the CREDO report -- the summary part of it on ResponsivEd taken directly from the report reads, and I quote, "The subpopulation analyses showed that ResponsivEd has had some success in helping ELL and especially special education students. But ResponsivEd students in other subpopulations generally had significantly lower growth, or weaker growth, rather, than their traditional public school counterparts." So we feel that this caused our board to take pause with the organization that would be operating the school and you have three charters already that are ResponsivEd managed and we have no results at this point. So I

think our school board would like to see, pending our school district's effort to build a state-of-the-art middle school in West Little Rock, and considering the data -- in fairness, I'll say that ResponsivEd -- I'm sure when they get their five minutes they're going to say they disagree with the findings of the CREDO report. Stanford University has some intellectual clout. They took the reply that ResponsivEd gave back to them and they stuck by their guns on their initial report. I'm sure you'll hear some more about that momentarily.

We are worried about any waiver to the length of the school day, and I appreciate the panel yesterday on a ResponsivEd charter saying that at least for the middle school you didn't want a change in the length of the school day. We had at least one report from a parent at the Premier High School that's located on the Arkansas Baptist campus that said the kids were getting out of school at about noon and they were sitting, waiting for parents to come pick them up. I'm worried that because of the individual growth or the individual plan that students have when they're on the computer -- as a representative said yesterday, they move sort of at their own pace -- that that waiver request to change the length of the

school day causes some concern that kids may progress through the system quickly and then be done. And, of course, we certainly wouldn't like to see that happen.

We feel that much of the instruction -- the self-directed computer-based instruction, similar to what used to be called PLATO system where you go on your -- you take an initial assessment and it determines what your needs are and you go through mostly a computer-based software system. And as the gentleman from ResponsivEd said, at least two of the curriculum areas will be delivered at least largely through the use of technology.

So, in summary, we agree that there's a need for a school in West Little Rock, a middle school. We've already undertaken an effort to purchase the land and hope to have that done if we can pass a millage, which with the support of the many parents in the West Little Rock area will be successful. And can not only build a new middle school in West Little Rock, near Roberts, by the way, but can also build a new high school in Southwest Little Rock. So we understand you have a difficult decision but if we had the choice, we'd like to see them wait at least a year. And I know Mr. Newton, as he said, is trying

to put pressure on us to get with it. We understand that pressure and don't doubt the validity of it. They should put pressure on us. So if we can't get the millage passed and get ready to build schools say a year from now, maybe you'd say, "Come back, Little Rock didn't follow through on what they planned to do." So that's what we'd ask you to consider. Thank you very much.

CHAIRMAN KIMBRELL: Thank you, Dr. Glasgow. Anyone else speaking in regards to opposition? Seeing none, then, Dr. Strickland, you'll have an additional five minutes -- or whoever you would like to -- Mr. Newton, I assume.

MR. NEWTON: Yes. Thank you. I'll speak just briefly. Mr. Glasgow, if you noticed his argument was the same that we have been getting for the past three years and for generations before us. The opposition for district is all about what they're going to do, what they will do, what they plan to do, not what they are doing or have done. He intimated that our data on the performance of Little Rock School District middle schools didn't coincide with his assertion about being some of the top schools. I would ask you to turn to your own data. That's what we use. All of those rankings are available on your

website. That's where we pulled them. We simply sorted the sheet and looked at where those schools ranked. The only question raised by the Little Rock School Board when this came before them -- and, again, we had a chance to make our case but only in a three-minute segment with citizen comments. We offered to answer any questions the board may have. The only question that was presented at the Little Rock School Board was when our own zone representative, Greg Adams, said, "Mr. Glasgow, is ResponsivEd a for-profit or nonprofit?" And Mr. Glasgow said, "I don't know. I assume they're for-profit." And then, the board voted. It's disingenuous to come in and speak only in anecdotes. You have to look at the data. You have to look at generations of inaction. LRSD focuses on the performance of ResponsivEd but turns a blind eye to its own performance. Arkansas is one of the leaders in data. I urge you to look at your own data about this situation and make that determination based on that.

CHAIRMAN KIMBRELL: Mr. Cook. A little over three minutes left.

MR. COOK: All right. Thank you. I wanted to address a couple of things real quick on -- from

comments from Little Rock District. The first one is on the issue of taking a random, you know, look at schools. Mr. Glasgow actually mentioned the schools he looked at. He looked at -- he mentioned Fort Worth, San Antonio, and I think he mentioned one other. Those schools are all Premier High Schools and I think he would have known that if he was looking at the system they're in. We do have Quest Middle Schools in Texas. They're all exemplary. They're doing a first-class job. All of our standard accountability schools, which are college prep schools, are meeting the standards of the state. And the Premier High Schools, which are dropout recovery, like we have here in Little Rock, are doing well also. But when you compare to the state average, obviously, dropout recovery schools are not going to have the same kind of comparison you would have with the general population in the state. Just to kind of give you a little insight into the students themselves as they walk into a Premier High School, using data from our school here in Little Rock, 9th grade students came in taking the MAP test the first couple of weeks of school. Their language performance was a 5.5 grade level. Their math performance was a 5.5 grade level. And their reading

was 6.5. The 11th graders, it's 7.5 in language, 6.5 in math, and 9.0 in reading. So these kids are served in the district and we have challenges when they come to our school, but we're up for the challenge, which is why we perform very highly when you compare us to dropout recovery schools in that genre of schools. But, again, like I said, when you compare and you start looking at over 60% of the students we serve are not in dropout recovery, they're in college prep schools, and we hit the mark and we're exemplary in those schools. The CREDO report, which is out there on the website, you also see our response and you do see a response from CREDO. CREDO did not really respond to our statements. And if you go through there and look at that you'll notice that they didn't respond to the question we raised regarding the report. The biggest thing, really it summed up with this, when they ran the analysis several years ago, even though the report is just now coming out, 80% of the students were in our at-risk schools at that time. So the last several years we've had a lot of parent groups come to us, a lot of districts working with us, community colleges, and we've started more college prep campuses. But when the report -- when they ran

the data 80% were in at-risk schools. So CREDO report -- and they'll admit this as well -- did not take into account age at all. So they look at a 9th grader in a traditional high school and they compare -- call it a virtual twin -- they compare our dropout recovery 9th grader who's 18 years old instead of 14 and they say, "Okay, here's a match." Well, it's not a match. When you look at the CREDO report itself and you consider 80% of our kids are in dropout recovery we beat every other dropout recovery in the report. So we're actually happy about that. As far as the school day, that issue, we have three schools in Arkansas -- Bentonville and Pine Bluff -- which serve younger populations up through middle school. They have a traditional school day. And the Little Rock Premier, the high school, we're serving the needs of those students and where they're coming in at. These kids are disengaged, as you can see with these results of the service they had at the district for several years. They were failed and it would have been potentially the district, but also sometimes kids fail themselves, you know. But they're coming back, they're ready to re-engage, and so we're excited to have them. But you've got to have programs in place to serve their needs. You've

got parents, you've got people with jobs, and so we work to make sure we're serving the needs of those students. The final thing is this Quest Middle School is not a self-paced program. We do have many different innovative programs that we're proud of and this Quest Middle School, this college prep program, will, as Allen, Dr. Wimberley, was saying, will take three different components and the majority of it is going to be self-directed instruction, like you would traditionally see, with teachers who are engaged and making sure the kids stay engaged. And then, as well, we're bringing in technology to where the students are not lock-stepped into everybody's in 6th grade, we're going to teach everything the same. So using technology the students can advance or if kids are behind they can get the help they need. And then the last part is just team work and we build that into our system where students are working together and learning how to collaborate. So we appreciate you guys. Thank you for your time.

CHAIRMAN KIMBRELL: Thank you. And that concludes our testimonies and presentations and we'll move to the question and answer session by the Panel. So eeny-meeny, I don't know, let's see. Okay. Doctor -- or Ms. Coffman, you'll get to start with

the first question and please identify who you'd like to ask the question of. Well, I'll tell you what. While you're looking where you want to start, Mr. Cook, I'd like to ask a question. I know you just kind of talked a little bit about Premier High School, the dropout recovery school that you have here in Little Rock. Now this Quest Middle School is not actually located in the Little Rock School District or within the Pulaski County School District. Is that correct?

MR. COOK: The location we submitted in the application is in Pulaski County.

CHAIRMAN KIMBRELL: Right. The original application though was in Little Rock?

MR. COOK: Right. We have another form we can turn in that's for another location that's in Little Rock, and then we have another alternative location we're investigating.

CHAIRMAN KIMBRELL: Okay.

MR. COOK: But, again, it will be in Little Rock.

CHAIRMAN KIMBRELL: Some of the others may get into that later. But my question wasn't about necessarily the location as it is about -- we're calling this a middle school but yet, you want to

grow it grade-by-grade to serve 6-12. So how does that transition occur and what is the programmatic transition that would --

MR. COOK: So where we have Premier High Schools that advance and go into the additions in the high school grades, which we do -- they go high school high; it's a name thing.

CHAIRMAN KIMBRELL: To Quest though?

MR. COOK: The Quest would have high school students as they go into 9th through 12th grade. But it's the same format, same program.

CHAIRMAN KIMBRELL: Okay. It's the same program as Quest?

MR. COOK: The same as Quest Middle School. Right.

CHAIRMAN KIMBRELL: Okay. So will you end up with a school within a school, two schools? How will that --

MR. COOK: The schools are located on the same site, same location.

CHAIRMAN KIMBRELL: Okay. So as you do this you'll be looking at this site having both middle school students and high school students, same program approach or different program approach? That's where I'm confused.

MR. COOK: Very similar program. As they get older, as they get into high school then they have more self-efficacy we're looking for with these students where they're actually learning more as an individual going into college. So as they're in middle school you're going to have a lot more time on task. About 70% of the time is going to be engaged with teachers. But as you get into high school it's going to become more project-based. So, still teachers are engaged and involved but they're doing more in a project-based environment like you would see in a STEM academy.

CHAIRMAN KIMBRELL: But it's not the dropout recovery --

MR. COOK: Absolutely.

CHAIRMAN KIMBRELL: -- approach that you --

MR. COOK: Absolutely not. Thank you.

CHAIRMAN KIMBRELL: Do you have any just high schools that are just 8-12, 9-12 that are -- you call them college preparatory schools?

MR. COOK: We do. Yes, sir. We --

CHAIRMAN KIMBRELL: And so this -- that's the approach that this one --

MR. COOK: Right.

CHAIRMAN KIMBRELL: Okay.

MR. COOK: The school we have at Lone Star College, the two campuses, those are college prep high schools.

CHAIRMAN KIMBRELL: Thank you.

MR. COOK: And then we have several in the Metroplex.

CHAIRMAN KIMBRELL: Thank you.

DR. WITONSKI: Can I ask a follow-up?

CHAIRMAN KIMBRELL: Yes. Dr. Witonski has a follow-up to that.

DR. WITONSKI: And so for the group that you'll be serving, the 6-12, your plans are to start with 6th and 7th?

MR. COOK: I think we have 6th, 7th and 8th. Dr. Strickland, is that right? 6th, 7th and 8th.

DR. WITONSKI: And what are the demographics that you anticipate serving?

MR. COOK: Demographics grade-level or --

DR. WITONSKI: Demographics in terms of students that you think will be coming?

MR. COOK: What's exciting about open-enrollment is anyone can come.

DR. WITONSKI: Sure.

MR. COOK: So population -- Gary, do you want to address that? Gary, do you want to address what you

think the demographics would be for that location?

MR. NEWTON: Yes. In fact, it goes back to Dr. Kimbrell's question about location. The location, even though it's physically in the Pulaski County School District, if you know how Little Rock is configured, Roberts is on the western edge. This location is actually east of Roberts. So if you get the correlation between the feeder schools in both the Pulaski County and the Little Rock School Districts, this district, save for the elementary school on the Robinson campus, is as close or closer, this middle school, to all the feeder elementaries of both the County and Little Rock. It is optimally located, even though it is technically in the Pulaski County District, just a few feet to the district. As Mr. Cook said, with an open-enrollment you don't know your demographic. We obviously know where it's located --

DR. WITONSKI: Sure.

MR. NEWTON: -- and obviously that's a draw for community neighborhood schools. But my own family is an example: we're in eSTEM but we live way out because we won the lottery.

DR. WITONSKI: And I asked that question, Mr. Cook, to go back to Dr. Glasgow's comment concerning

the CREDO report. When you look on that report they have a Table 1 summary on page 17 that talks about what that influence is in terms of the student groups that you serve, in terms of demographics and what those outcomes can be for those students. And there's a mixed bag on both of those. So in your experience, have you had a chance to look at that table summary --

MR. COOK: I have.

DR. WITONSKI: -- in terms of --

MR. COOK: Yes, ma'am.

DR. WITONSKI: And do you find that to be correct?

MR. COOK: It's -- again, it's 80% of the students are dropout recovery when they ran this data from several years ago. So using that data is not a comparison really of our college prep schools. So it is not accurate with our college prep schools; it's not accurate with our Premier High Schools because, again, the age -- you know -- they're looking at 14 year olds instead of 18 year olds.

DR. WITONSKI: Right. Right. And it's broken down more for if it -- if the child is African American, if the child is Caucasian, what the benefits are.

MR. COOK: Correct.

DR. WITONSKI: If that's seen as positive or negative in --

MR. COOK: So, again, these kids come in when they're 18 years old in the Premier High School, where 80% of the kids were coming from at the time. They're 18 years old; they are behind, like here in Little Rock at the Premier High School. And so she's -- when they're running the report, when Mackey is running that data and her staff, they're just looking at 14-year olds. And 14-year olds, even though they may have failed the assessment, which is what they're comparing the kids to, the virtual twin, they're not looking at any other factors. The kids come in -- and, again, we've done the research and we've looked at other dropout recovery schools and we're doing a lot better than any of them. So we're excited about that. And I'm sorry I spent a lot on the Premier but that's what the report is about.

DR. WITONSKI: Thank you.

MR. COOK: Thank you.

CHAIRMAN KIMBRELL: Ms. Coffman.

MS. COFFMAN: As I look at the list of waivers that are being requested, in consideration of yesterday, will you be still seeking all of the

waivers listed in this application?

MR. COOK: No, ma'am. I would like to withdraw -- I've got a list here. I'd like to withdraw those waivers. Would you like me to read through that list?

MR. BOARDMAN: That was one of my --

MS. COFFMAN: Yes, please.

MR. COOK: So 6-11-129 is about data being accessible on the website, that will definitely be on the website, all the data; 6-16-1204, which is implementation of pre-AP courses being offered, that requirement; 6-21-304, purchases; 6-17-2802, teacher excellence and support system. And then Standards for Accreditation 9.0, curriculum; 9.03.4, 38 units.

CHAIRMAN KIMBRELL: Okay. This seems to be the similar ones that we discussed yesterday in some of the other requests, so --

MR. COOK: I think that should be all the ones from yesterday.

CHAIRMAN KIMBRELL: Ms. Perry, did we get a written list or were you able to get those as announced by Mr. Cook?

MS. PERRY: Yes, sir, I was. I had a chart that I created, color-coded, with all the ones that were denied yesterday.

CHAIRMAN KIMBRELL: Thank you. Mr. Boardman.

MR. BOARDMAN: A couple of things, I guess. One that I just didn't notice and I guess I'm a little concerned because some of the testimony had to do with the school day. It seems like there was a request -- that one wasn't withdrawn that -- I know the school day in the list that you gave us, an example, complied without a waiver. But then you're asking for the possibility of reduction of the school day and I think we --

MR. COOK: We're actually not --

MR. BOARDMAN: -- middle schools, especially.

MR. COOK: We're absolutely not asking to reduce the day and --

MR. BOARDMAN: Okay.

MR. COOK: -- if we need to remove that, we will. The day will be traditional, a traditional school day. It will not be reduced at all.

MR. BOARDMAN: Okay. I didn't hear that one but I may have missed it on the ones that were just listed. But I may have missed that. Another thin and then I'll pass on -- I've got a couple but I think we'll go around. For some reason the location information you told me, when you look at need I think in the review that was given here it was

definitely agreed that there was a need based on the data. But now I'm not certain where -- you're talking about moving to a different location. Wouldn't that have to be determined before we can approve, know the location?

CHAIRMAN KIMBRELL: Ms. Perry, would you like to address that as far as the ability of the Panel to authorize a charter without having a final --

MS. PERRY: I'd like to defer that to legal counsel.

CHAIRMAN KIMBRELL: That will be fine too.

MS. CLAY: I know in the past the Authorizer has given us some of conditional approval, conditioned on the applicant bringing back an executed facilities lease agreement for a location within the Little Rock School District. So that is something that you would have the discretion to do, if you so choose.

MR. BOARDMAN: If I can ask another one, I think in all the ones I remember anyway it wasn't changing from one district to another as far as location; it was just an address and a facility and a building that they did. But I may be wrong on that but --

MS. CLAY: Right. I don't think we've had a situation come up exactly like this one, you know, that -- but I don't think that it's fatal to the

application, you know, if there's -- the application does indicate that it will be located in Little Rock School District and that is some of the --

MR. BOARDMAN: It's in Pulaski County.

MS. CLAY: Right. But the application itself -- for instance, an educational need indicates the need in the Little Rock School District and that's a lot of what the parents and applicant have brought forth today. But you can take into consideration that it is actually in the Pulaski County School District in making your decision and either require them to find a location in Pulaski County or even come back with some technical assistance and re-work that part of their application.

CHAIRMAN KIMBRELL: Well, to follow-up with that, Mr. Cook, where is it -- I'll address the question to you. You may need someone else to answer it. But where is it that you want to locate the school? Have you found a site that you want? I mean, all schools were -- all schools that are involved were notified of the place.

MR. COOK: And the County was, as well, Pulaski County.

CHAIRMAN KIMBRELL: Right.

MR. COOK: So the location that's in the

application --

CHAIRMAN KIMBRELL: Right.

MR. COOK: -- is 1815 Rahling Road.

CHAIRMAN KIMBRELL: Okay.

MR. COOK: Another location that we can -- we will look at going to if we're -- if you guys tell us to stay in Little Rock proper, there's one on Kanis Road and there's another one on Bowman Road and they're all in that general vicinity, that area of Little Rock or Pulaski County.

DR. WITONSKI: So the lease that is included in our packet, is that correct?

MR. COOK: That's the one for Rahling Road. That's the one we like the most. But we found out that's in Pulaski County, not in Little Rock.

DR. WITONSKI: Would that be an issue for moving forward with that lease or is there some question -- I know you mentioned several sites as options. Would that be --

MR. COOK: If your preference is for us to stay in Little Rock proper, we would, you know, look at this Kanis Road.

DR. WITONSKI: We just are curious where it would be located.

MR. NEWTON: It is the ideal -- excuse me --

location because of proximity.

DR. WITONSKI: The one that's on the lease --

MR. NEWTON: Exactly. It is existing space that has never been occupied and it's brand-new. It's proximate to -- it's closer to those Little Rock School District elementary feeder schools than the current zoned middle school. It's also closer to the Pulaski County schools. But as you know, the Little Rock boundaries --

DR. WITONSKI: Yes.

MR. NEWTON: -- it's land-locked. Roberts is on the exact western edge. You can live in the neighborhood in Roberts and not attend Roberts.

DR. WITONSKI: Right.

MR. NEWTON: The Little Rock School District itself has looked for property for a middle school and considered property that is outside the district. It's problematic when it comes to traditional districts but the beauty about open-enrollment is its open-enrollment.

DR. WITONSKI: Sure.

MR. NEWTON: We're not confined by attendance or district zones or boundaries.

DR. WITONSKI: Sure. And I think that's why we don't have a concern about that. We were just trying

to make sure what we're looking at, that your plans are to actually follow through with versus the other sites that were mentioned.

MR. NEWTON: Exactly.

DR. WITONSKI: Okay. Thank you.

MR. NEWTON: Thank you.

CHAIRMAN KIMBRELL: Dr. Witonski, do you have additional questions?

DR. WITONSKI: No.

CHAIRMAN KIMBRELL: Okay. Mr. Hernandez?

MR. HERNANDEZ: This is for any of the parents or -- what I was wondering is with this being a middle school and being college prep, what are the plans as far as extra-curricular for these middle school students in sports and moving on to the future when this becomes a high school? I know in that area there's a lot of private schools with a lot of athletic participation and those kinds of things. How do you see about meeting those kinds of needs?

MR. COOK: So currently we have basketball teams, we have volleyball teams. We do not, sorry to say, have football; there aren't any football teams yet. But we're being responsive to the needs of the individual school and the individual parents; you know, what would they like to see in the school. But

at this point there is extracurricular around the things I just listed and a couple of other areas, but not your, you know, big football type programs.

MR. HERNANDEZ: Is there like band, music, choir, those kinds of things?

MR. COOK: There's music, choir, yes.

MR. NEWTON: Can I speak to that?

MR. COOK: Sure.

MR. NEWTON: We also made it very clear when we recruited ResponsivEd that our parents are interested in the holistic education of our children, understanding that extracurricular is of vital importance. To give you an example, at Roberts there was no athletic program in the elementary school. So our parents initiated a basketball program, 3rd through 5th, and ran it and those parents are still engaged today. These parents that are here in this room want to throw their energies into providing those very things and look at untraditional partnerships and do that, as far as facilities and fields and all of those things. My own life was enhanced by extracurricular activities. We want a positive public education experience for our kids that is not limited.

MR. HERNANDEZ: As far as the facilities that

we're talking about here, is there -- for instance, if there's going to be a middle school basketball team or anything like that, is there facilities -- those facilities able to accommodate that or do you have go outside?

MR. NEWTON: We would need to go outside for that. It's proximate to many churches in the area. It's adjacent to Fellowship there, who has fields that they use for Life Champs football and other things. So like I said, we understand that partners in education is important and it's something that we will actively pursue as parents to provide our kids all of those offerings that they would have in a traditional environment.

CHAIRMAN KIMBRELL: Dr. Walters.

DR. WALTERS: Mr. Cook, Dr. Glasgow stated in his comments that the curriculum would mostly be delivered through some type of online system. Is that accurate as far as the -- is that your current plan or do you intend for most of your courses as you increase this through high school -- and I did not see a waiver for the minimum 38. Do you plan for this to be face-to-face or do you intend to use online learning?

MR. COOK: We'll let Allen come up. It will not

be online; it will be teacher directed the majority of the time but then we will use technology on-site, on a server. It won't be internet-based for the most part. There will be some products, like any school district, that are internet-based but it's not going to be what you traditionally look at as an online program for even that small component. It will be hosted on the server. Allen, do you want to add to that?

DR. WIMBERLEY: Sure. If you use the last century definitions of technology and teachers, you would say, "Oh, well, technology is always supposed to supplement the direct instruction given by teachers." But what's the role of teachers in the 21st Century with technology being what it is? We don't ever -- we have no schools that just say, "Okay, technology is going to do the job that a teacher should be doing." Teachers should be making sure that students learn. So the five elements of direct instruction that's traditionally defined that teachers should be involved in, all of those are involved -- but all of those deal with teachers actually being engaged and making sure students are learning. So the simple answer is no, there is no -- there's no scenario where, okay, technology replaces

the teacher. What we're going to do is really try to educate teachers on what their role is in the classroom today. Technology is basically there to make sure that we get over to students -- that we deliver to students what's needed. In one of the schools that we did a pilot project in last year we found that when we took the brightest math students in this classroom, the 10 brightest, and we put them -- that didn't need that teacher, over in the technology and had their content delivered that way, by the end of the year, because they did not have to keep pace with the other learners in the classroom, now the teacher is focusing on all of her energy and her ability to motivate students -- she's now able to focus on these students, but these students will have to stay behind. They learned, literally learned six months additional content in that grade level than they would have had they had to stay with the class. And yet, they still knocked the top off of any tests and any assessments. In fact, I had someone who mistakenly said, "So they learned six months more than they were supposed to?" And we came back and go, "Well, it's sad that it's that way." So what we try to do, we try to do what we call an intelligent blend of emergent technology in everything that's out

there with engaged teachers. So there is no time limit; "Okay, this is going to replace something." Nothing replaces anything. It's all done to try to prescribe that child what that child needs.

DR. WALTERS: Okay. I appreciate that. I just wanted to make sure that it was blended because it would seem if it was not --

DR. WIMBERLEY: Yeah.

DR. WALTERS: -- then the students would be better served in the virtual academy, if it was --

DR. WIMBERLEY: No. You're right. You're right. We blend. Right.

DR. WALTERS: And, Mr. Cook, I have a follow-up from what Mr. Boardman said. I understand you said that the day is not going to be shortened, but that was not one of the waivers that you officially said you want to withdraw. So would you be willing to state that? Because what we have in front of us is that waiver is requested.

MR. COOK: I'm going to, if you don't mind, ask our legal counsel. Is there any other piece to that waiver that's needed, other than the school day?

MR. BOWMAN: Well, I'll look through the list here. But to the extent that it is, we can withdraw. Is that okay?

DR. WALTERS: What you've submitted, that is a waiver. And so -- because we are talking about a 6th through 8th grade campus and I would just feel better if you would officially withdraw. Thank you.

CHAIRMAN KIMBRELL: Mr. Hoy.

MR. HOY: Good morning. If you don't mind, I would like to ask the first question of our legal counsel. Ms. Clay, I believe a number of the legal concerns that I would've had with the standards were already addressed early on in this particular hearing. However, I would like to know if Legal has any other concerns that were still remaining in the particular request that we might be made aware of?

MS. CLAY: The outstanding concerns we have -- and I'll try to remove those that were removed from the list earlier. The waiver of 6-10-106, Uniform Dates for Beginning and End of School Year -- that waiver I don't believe would actually be needed if the applicant follows the Little Rock School District's schedule. They may want to address their school year and whether or not they're going to in fact follow the Little Rock School District.

6-13-622, Budget Publication, there's an issue there because Arkansas Constitution Article 14, Section 3 requires that each district make its budget

public. So you as the Panel could waiver that requirement of the statute to public the budget in the newspaper, but the applicant would still be required to make the budget public because that's a constitutional requirement. We do have the issue of school day hours, which I believe they're looking at, and whether that is needed. It appears that their day is going to be longer and so they wouldn't need the school day hour waiver.

6-18-211 deals with Mandatory Attendance for Students in Grades 9-12. This application will eventually expand to a 12th grade, so if a waiver is granted -- well, two things. First, it appears that they are going to not need the waiver, that they're going to have a long enough school day. If a waiver was granted for the mandatory attendance for 9th through 12th grade, they would also need a waiver of the AEE rules governing mandatory attendance for 9th through 12th grade.

Two more things. Standards for Accreditation, 14.03, Clock Hours for Units of Credit, you as a panel are not allowed to weigh graduation requirements. In the past, the Authorizer has granted a waiver of the 120 clock hours when the applicant has satisfied that they're going to meet

the full curricular alignment, similar to what the process is for concurrent credit. So that's also a concern that you all need to be aware of. And, last, similar to the -- I guess it was an amendment request yesterday, based on the waivers that they have requested we believe they also need a waiver of Sections 4 through 8 of the Rules Governing Personnel Policy, Salary Schedules and Documents Posted to the District Website. And one other issue, which you all addressed yesterday, you may want to handle it similarly. They have asked for a request of the requirement for grading scale and you may want to talk to them about how that grading scale is going to work. But I assume it's probably similar to what they talked to you about yesterday. Does that answer your question or lead to many more?

MR. HOY: Yes, and yes. But I'll hold off on that 'cause I think that they may be discussed in a response to that. And so my next question is for someone from Quest that could maybe answer a financial question for me.

MR. TAYLOR: I can probably do that.

MR. COOK: And before he does, can I withdraw the -- you know the number we're drawing on the waivers, the 6-16 --

MR. HOY: Ms. Clay, are you ready? 'Cause he's getting ready to withdraw some.

MS. CLAY: Okay. I'm ready.

MR. COOK: So the school day hours, that waiver 6-16-102 we're withdrawing.

MR. HOY: On the money question, I'm trying to get a better feel for this whole idea of funding this particular school. And what I'm looking at is when I look at your balance sheet it seems like you're going to maybe provide a 3% balance at the end of the year in the first-year budget. Are you comfortable with that percentage?

MR. TAYLOR: Typically, what we look to do is we look to establish 5% over the running of the school on an annual basis and what we would consider to be essential in case there are unforeseen issues that come up. The 3% at this point, that's because we are in the first year and that if we did run into -- we get into some true unforeseen issue the ResponsivEd organization would insure that we have funding to cover anything that went beyond that. But we are comfortable with the 3% at this point. Our budgets are built based off of formula, which means that as the actual students come and we identify the particular makeup of those students, what the actual

needs are, our formula is adjusted to the actual needs of the students, the students who are showing up, along with the funding that we're receiving. So we function dynamically in obviously working with our board to make adjustments to insure that we are covering the needs of the actual students we have as well as staying within our financial means.

MR. HOY: Then as a follow-up, can I ask about two potential unseens? One, I think Dr. Witonski might have brought up when she was asking about demographics. Do you anticipate that you will have at least 70% of your students that qualify for Free and Reduced Lunch?

MR. TAYLOR: That is an excellent question. We had originally worked with the budget and identified it with a particular middle school that was in the mid-70's and economically disadvantaged. We recognize that given where we are located we could very well be more around 50%, in that range, which we do understand reduces the overall revenue and reduces the revenue rate. So we do understand that. I did actually provide -- I had my staff put together a different budget with that in mind. I have it here today if you'd like to see that. But we do understand that. So we insure -- again, based on our

student population that comes in we adjust our budget based on the actual students who are showing up, as well as the revenue we're receiving.

MR. HOY: Okay. I would like to see that. But before I do, I would like to ask one additional question along this line. And I'll need to verify the answer with Dr. Kimbrell because I'm not totally sure but I think I'm correct on this. In your budget you've also got budgeted $44 for professional development revenue per student. Dr. Kimbrell, if I'm not correct, was that not reduced just recently to like $32.40 per student?

CHAIRMAN KIMBRELL: It's actually $27.73, I believe -- $26.67.

MR. HOY: And I say that because I think all of the applicants today also have that $44 in there, so that's an adjustment that probably all will need to make.

MR. COOK: Thank you.

MR. TAYLOR: You will see the $44 still. That has not been changed in this particular budget and we would make that adjustment based on the actual revenue.

CHAIRMAN KIMBRELL: Mr. Hoy, any follow-up questions as you review that?

MR. HOY: I'll review it.

CHAIRMAN KIMBRELL: You'll review that. Very good. Back to you, Ms. Coffman.

MS. COFFMAN: As I look through the application and I've listened very carefully today, I'm trying to get a feel -- and maybe you can help me with this -- I'm trying to understand what's going to be unique or innovative about this charter school? And I appreciate what you've said about schools and feeder patterns; I appreciate that. But I really -- I need to feel comfortable that there's going to be some amazing learning opportunities for all students that come to this school. So would you kind of describe that to me a little better?

MR. COOK: That's what's exciting about our programs is being responsive, listening to parents and giving parents real control of -- as they see how the student is doing with the program. It is individualized; it is built around the kids. We're having conversations with parents and finding out "how is it going at home, how's it going outside the school." But the most important part of this is the individualized focus. It's a small school, so the principal knows every kid by name, which is huge. The teachers know each kid. And as we diagnose kids

as they come in we diagnose, we find out where their needs are. It's not just lumping them together, throwing them in a classroom and saying, "Now we're going to teach everybody together." Teachers get frustrated by that, as you guys know, with "how do I serve, best case scenario, 10% of the kids? I can't meet their needs." Well, we know typically it's, you know, more like 30%, 35% and we just feel like we're not being able to appropriately serve their needs. So individually focusing, as they come in diagnose, find out what their learning styles are, how do they learn best, diagnosing their math and their language/arts, their reading, finding out as they start that school year off and doing testing throughout the year, finding out what do we need to be changing. We're data-driven. And then the delivery system -- a delivery system Dr. Wimberley has talked about where it's just different; it's not a traditional environment where we only have a certain amount of time in the day and we're going to teach the group and hopefully everybody gets it. Again, teachers hate that. So this environment by using some technology, by using some -- we don't do a whole lot of project-based but we do some group learning with some projects built in there. As they

go into high school that ramps up more. There's more opportunities to learn from technology, learn from team members, learn from the teacher.

MS. COFFMAN: So as a follow-up to that, would you kind of expound on how you will support teachers that may not be certified teachers so that they're reactive to the needs of students?

MR. NEWTON: With your permission, may I add to what he'd said before?

MS. COFFMAN: Sure.

MR. NEWTON: The most innovative thing about this school is that it will exist. There is a --

[Audience hand-clapping]

MR. NEWTON: Innovative is one of those comparative words and, unfortunately, in this debate charters get labeled as the laboratories or innovative. The reality is, a provision of public education where none exists our challenge in this market is that four of the seven middle schools are among the lowest 44 schools in the state in math; four of the seven middle schools are among the lowest 31 schools in the state in literacy. No middle school, even the one that's considered the best, is among the top 50% in the state. It doesn't get better when you go to high school. Three of the five

Little Rock high schools remain Priority schools. So the simple fact of being an ends-over-means school is our goal. We have nothing; we have nowhere to turn with public education, so that is -- that's the innovation that we're bringing to you today in this application.

MR. COOK: I'll have Dr. Wimberley follow-up here on professional development. One of the exciting things of a charter is that you do have the opportunity to ask for some of these waivers we're asking for. It gives us flexibility in some of these areas to take models from across the country and be able to implement some of these things. And having 15 -- almost 16,000 kids that we're serving, 1500 staff, almost 200 that are a part of different aspects of serving those staff -- you know, Allen is going to talk a little about what we have done in Pine Bluff and how that will look as we see needs with noncertified teachers, if we hire any noncertified teachers. If you approve this, we have that flexibility but it doesn't mean we're not hiring all certified teachers. We'll see. But as we bring people in, even certified, it's a different approach so we've got to do professional development obviously around that and make sure we're serving them. Allen,

do you want to address what we're doing in Pine Bluff?

DR. WIMBERLEY: Sure. So many times if you go by past definitions of -- when you start talking about technology and things like this, people always move towards, "Oh, we're going to get a situation that's going to replace educators and somehow we're minimizing the role of the educator and the teachers." The honest truth is that adult that's in that classroom is the single greatest element for that child learning. But we have got to teach teachers how to engage every single child in that classroom, and so that's what we put ourselves to. In Pine Bluff what happened was we had teachers who were dealing with a population -- we got the MAP results and we realized, "Man, this is something we're going to have to really put our hands to the wheel on this." It is going to be a battle. We're ready for that, but how are we going to make that happen? Well, what we found is is that -- we found that we had a slate of teachers who were so passionate about what they wanted to do but they needed help. And so a lot of our years and years and years of experienced people, geographically they were a little dislocated. So I immediately ordered -- I

said, you know, "Let's -- I'm going to personally ride herd on making sure that we get the video-conferencing units set in Pine Bluff immediately," so that we have two staff meetings per week, besides the ones they're having on the campus for professional development. Besides those meetings that they're having we ourselves -- I'm devoting my entire staff of 26 people to devoting two meetings a week with those middle school teachers. The first meeting of the week is to sit there and collaborate, vide-conferencing, and my people came back and said, "But do you know that we could -- it would be a little bit better for us financially to just use this software here for the computers?" And I said, "Yeah, but are they going to see the room? Are they going to see the teachers? Are they going to see the whiteboards? Are they going to see the manipulatives? Are they going to see the things as if they're in the room? They will not. So we're going to get this." So we put them in there; we personally delivered them up there, our team did last week; they're ready to launch. And our people were involved in training all day yesterday back in Dallas and then also in Pine Bluff because what will happen is in that first meeting they're going to collaborate with these

teachers to say, "What's going on right now? What's happening? And what do you feel like are the greatest needs there?" The second meeting of the week is basically to respond to all the things those educators said, "Here's what's happening, here." In other words, our people are going to devote their time to that to be responsive in professional development. Also, I have had -- and I've devoted one of my lieutenants to basically spend every single week up there to make sure that everything is going on that we need to go on. We are giving the help that they need. We're not here to ever try to prove a point. When someone says, "This is the only way the child is going to learn" or "This is the best way the child is going to learn," always look who's saying it; it's an adult. We're here to make sure that we understand that these learners are unique, they're different. And as we've looked at the data we've realized we've got an uphill battle. We're ready for that battle but it's going to be investing our self in the research department that we've created that connects what we do to actual -- it's really nice to talk about innovation, but implementation is absolutely the only thing that matters. Our theme in our academic division of this

year is "Make Things Happen." Don't talk about what we're going to do; go do it. Don't get a nod of the head and a yes; go see it. Put your hands on it. That's how we make things happen right now in Pine Bluff, and that's how we're going to make it happen at Quest Little Rock. Thank you.

MS. COFFMAN: Thank you.

CHAIRMAN KIMBRELL: Mr. Boardman.

MR. BOARDMAN: Okay. I have two or three and some of them involve finance and some of them I may ask later. They usually don't ask me to talk much about finance here, but I'm going to ask a couple. One is, you know, as I look you're going to start out with 6th through 8th grade and then the next year you're going to add 9th grade. And just looking at the budget you're going to have to add six or seven courses for 60 kids. Financially, I just didn't see -- we'll see how it goes the first year when you're doing 6-8, and you have expenses that I'm sure you can explain to somebody else. But I just think that's strange that you're going to have to add all those courses that a 9th grader would need with the kind of budget.

The other thing that I looked at -- and I guess that's a double-edged sword, I guess, because I know

you need to get approval now for all these grades because I know you're going to add the 12th grade the fifth year of the thing and we won't have much information about how well it's doing, but I understand needing the approval to do all that. The other one though, as I looked through the budget, just looked at some things, you have zero down for Media Services. I need more information about that. And also, I think yesterday we dealt quite a bit with Health Services; you've got some contractual services but you'd asked for a waiver for some of that. And I know that yesterday when some people asked for that we asked for kind of an expenditure report or something when we didn't have nurses and that kind of stuff on staff. So the last thing, and then I'll be through with mine, is that I want to make sure that we know towards the end when we vote exactly the waivers that we're voting on. I got a little confused. I think I know them, but maybe somebody from Legal or Mary or somebody can tell us exactly at the very end of this which waivers we're approving. That's all. But anyway, those are mine; last comment.

MR. COOK: So the high school piece, we're planning on opening 9th grade next year. It may be a

situation where we want to open 9th and 10th -- and we'll come back to you and give you an update on that if we do have both -- as we look at the data and look at the need in the community. Media Services, we integrate more than traditionally is done. We integrate a lot of that into the classroom itself. So instead of having a library set-up with someone running the library on the Media Service side, a lot of that is going on through the professional development Dr. Wimberley was just talking about with the teachers themselves on how you integrate the Media Service piece into the actual classroom. And then the health piece, it's really just asking for flexibility as we see what the needs are. And as you know, it costs a lot of money and it's a small school. So it's just the flexibility of being able to find out what the needs of those students are and then be able to contract people -- contract with people potentially based on that need or have someone full-time on staff. Do you want to add something to that, James?

MR. TAYLOR: No.

CHAIRMAN KIMBRELL: Okay. Mr. Hernandez.

MR. HERNANDEZ: Back on the adding the high school, I know y'all pulled the waiver for the 38

credits. If y'all do add 9th grade, will they need to come back and ask for the waiver to stair-step that back up? 'Cause otherwise, I assume if they don't ask for some kind of waiver like that that as soon as they start 9th grade they're going to have to teach or have all 38 courses. Is that correct, Ms. Clay?

MS. CLAY: That is correct. If they do not have any sort of waiver, then they would be required to abide by the 38 requirement.

MR. HERNANDEZ: So do they really need to pull that one or do they need to modify it?

MS. CLAY: That would be up to the applicant in how they wanted to proceed with that waiver request. And they certainly could --

MR. HERNANDEZ: Do they -- do you understand what I'm asking? Otherwise, if you pull that then you're going to have to --

MR. COOK: Have all 38. Right.

MR. HERNANDEZ: -- all 38 classes, even though you have 8th grade.

MR. COOK: We prefer to have it but if you want us to wait and come back, we can do that.

DR. WITONSKI: Mr. Cook, maybe having the waiver in place but having it with a stipulation that

servicing students -- that 9th through 12th would be the inclusive pieces there where you would be having assurances for 6th through 8th students. And we can't tell you what to ask for waivers for; you need to make that determination on your own.

MR. COOK: Right.

DR. WITONSKI: But I think that Mr. Hernandez is forecasting in the future in terms of budgetary allowances and the concern of would you be able to do that with the first group of 9th graders?

MR. COOK: We would not. We would not be able to offer all 38 courses that first year.

DR. WITONSKI: So then you might want to think or consider that.

MR. COOK: Yes. Thank you.

DR. WITONSKI: Did he have some more questions?

CHAIRMAN KIMBRELL: No. He's done.

DR. WITONSKI: So on the -- I'm not sure what page it is for you guys; for us I believe it's page 54 in our packet -- I'm sorry, 53. For Health Services you have listed that you will offer a Health Services program that will serve -- this is the respondent's piece. So initially you had the application, we had the questions, and then you followed up with the response. So the response

that's listed is that Quest will offer a Health Services program that will serve students and provide immediate attention involving minor sicknesses or injuries and aid in creation of campus health and safety regulations. So in terms of that program I know that Mr. Boardman has talked about the stipulations we've been asking for in terms of expenditures to be due September of 2014, to show us a reflection of where those services have been met. What would that program look like? Can you describe that for us?

MR. COOK: You know the greatest thing we can do -- I'm not saying this is going to happen. The greatest thing we can do is hire a teacher who is a nurse, you know, who has -- an LPN or an RN. That's a goal. I mean, that's something we were looking at doing. And, you know, you've got people that had two careers that have an interest. The head of our HR department for our entire organization is a Registered Nurse. So people are out there, they have an interest in changing professions. So again it's a smaller school so there's not 700 kids on the campus, or more. It's 200 kids. So we've got to be creative to be able to serve the needs of the community and make sure it works. The other thing we're looking at

-- and we're looking at the legalities of this, but using the video-conferencing system. And we're using a product called Zoom, which is one of the latest, greatest video-conferencing softwares that's out there, latest technology. And there are some systems out there, healthcare providers that are starting to use video-conferencing to have nurses, you know, remotely. So that's something else we're looking at as we again open smaller schools that meet the needs of the community, how do we continue meeting all the needs of the students. And so that's one piece that we're looking at, as well is being able to still meet the needs and give a teacher comfort on having a Registered Nurse tell them what to do and how to help students when it comes to administering anything the student needs.

DR. WITONSKI: And I completely appreciate that and understand definitely the scope and sequence of a small school -- and having lived and worked in a small school it will amaze you as many energies as 209 students can bring to you --

MR. COOK: Right.

DR. WITONSKI: -- within the scope and sequence of a day. So when I'm looking at the budget that is proposed in year one and year two, year one is

stating, you know, $12,540 and year two going up to $15,675. My question or concern is finding that teacher/LPN person that can serve in that role, is that going to be enough to be able to sustain those 209 students in year one? And that's just a question.

MR. COOK: Good point. The other exciting thing is having multiple schools that -- and having another school in Little Rock is going to be helpful to be able to split the difference. So those are all the different things we're looking at. But in the end we're going to meet the needs of the child. So if the need of the child is to have someone -- have a part-timer, basically, who is working the two schools to where now you're serving 400 kids between the two locations, that's what we'll do.

DR. WITONSKI: Thank you.

MR. COOK: Thank you.

CHAIRMAN KIMBRELL: Mr. Hernandez.

MR. HERNANDEZ: Okay. This is a question just about some of your other districts that y'all operate. I assume that -- and this may be with our Premier High School here with these being recovery students. I know the focus probably isn't college prep. Is there some kind of career piece that's with

a school like Premier as far as vocational, trying to help these students enter the workforce when they graduate? And as a follow-up to that, before thinking about this, Quest becoming a high school, will it all just be focused on college prep or will there be some kind of, you know, career-minded vo-tech type programs available for these students moving forward and what kind of programs would those be?

MR. COOK: Most definitely. With the dropout recovery we have to label -- and I hate that we have to label it as dropout recovery. Does that mean they're not going to college? Absolutely not. We're on the campus of Arkansas Baptist and they're getting a vision for college. Will every kid go to college? Absolutely not -- but some will. And so we create a vision around the seven habits; we're using Stephen Covey's product where we're talking about "begin with the end in mind, where do you want to end up in life." And so we're doing that with dropout recovery students; we're also doing that with middle school students who -- you know what -- they have more time to get caught up if they're behind. And if they're already coming in ahead then, you know, sharing a vision and getting them excited about where they can

go in life. But you've got to offer both and that's what we believe, is being responsive to the needs of that student and parents. You know, is it college or is it career, or is it both? Our preference is it's both. You learn a trade and we do that through partnerships. We're still working on partnerships in Little Rock because, again, you're opening a school with these kids coming in at these levels -- okay? -- on reading and math. That's going to be the focus day-one. So this first year it's focusing on the academics and building the relationships -- Dr. Strickland building with each community we're in and finding out what's the need of Little Rock and making sure we get the student those trades so when they walk out they can get a job and then go to college. That's what excites us is get them a trade to where they're not sacking groceries trying to go to college, but they're actually make $20, $25 an hour going to college.

CHAIRMAN KIMBRELL: Dr. Walters. Oh, follow-up?

MR. HERNANDEZ: Yes. This may be for Ms. Perry. I just started thinking while Mr. Cook was talking -- I know in one of my former districts we had a vo-tech center where several districts got to work together. Do you know if any of the vo-tech centers around

here, are they open to charter school students?

MS. PERRY: I do not know the answer to that question.

CHAIRMAN KIMBRELL: Dr. Glasgow, do you know if Metro has any partnership with any of the charters that have high school students?

DR. GLASGOW: I know we work with other school districts, like Bryant and Benton. I don't know about charter schools.

MR. COOK: We will look at a relationship with community colleges, junior colleges. As I've mentioned a couple of times, we have relationships -- Lone Star is a college prep school, a high school high. And then Dallas Community School is partnering with a Premier High School that's on their campus and they actually have -- in that building they have some of the trades around electrical, plumbing, those kind of things.

MR. SCOTT SMITH: Just for the Panel's attention, SIATech and some other charters are working with Metro and some other organizations. And you'll see some applications coming to you for this organization that's working with other districts and community colleges in various ways on vo-tech and career programs.

CHAIRMAN KIMBRELL: Dr. Walters.

DR. WALTERS: I have a couple of questions about budget. Kind of going back to what Dr. Witonski was talking about with the Health Services, if you look at your Guidance Services I see that you're not -- you have a waiver for counselors. But the Purchase Services in your budget for Guidance Services is $1,000 for both years. And I guess my concern is that $1,000 for a school year with that many students doesn't seem like it's going to be sufficient. Can you explain to me your thinking on budgeting that amount?

MR. COOK: It's going to be -- it's going to fall under Purchase Services, around software, things that we buy for the campus. So we're doing some training with teachers on part of that guidance piece and then having the product software that they can use around guidance.

DR. WALTERS: Okay. I'm talking about counseling services for students that need it.

MR. COOK: About guidance counseling itself?

DR. WALTERS: Or -- I'm talking about mental health. In Purchase Service you may use an outside company --

MR. COOK: Right.

DR. WALTERS: We've seen some other charter applications that have had that in their application and have asked for the waiver for a counselor being on campus. But they have -- they're contracting with an outside vendor to come in and provide those mental health services to students that need it, and I don't see that anywhere.

MR. COOK: And so the 65, almost 66 schools that we have across the state of Texas, the three we have here in Arkansas, the one we're opening in Indiana, we face these same challenges every day of, you know, you build out a budget, things happen. So we made sure there's enough money in the budget to where we can, you know, again, serve the needs of the students as we see it. So I apologize if it's not in the budget in a format that you can see. This thousand is related to that guidance counseling piece, around software. You want to add anything else, James?

MR. TAYLOR: Just -- I just wanted to follow-up with something Mr. Cook was just saying, which is that we do monitor those very closely over the course of the year. If we do need to shift into a specific need, we do that. That's part of what I believe makes us more unique in the industry is that as we do -- as we insure that we do have enough money and that

as we go forward we're monitoring very closely and make adjustments based on what our actual needs are. And so we don't try to identify right at the beginning "this is going to be the dollar amount," so much as we try to insure we have enough dollars and to make sure that as we go through we make those adjustments actively over the course of the year as need to.

CHAIRMAN KIMBRELL: Mr. Hoy.

DR. WALTERS: Oh, I have another question.

CHAIRMAN KIMBRELL: Oh, I'm sorry.

DR. WALTERS: I have one more question, sir. We have several sheets of paper and so this may be -- maybe I just missed it. But I thought I read in your waivers that you asked for a waiver for ALE. However, when I look at your budget you have $47,000 budgeted in salaries and benefits for alternative education programs and then $88,000 for the second year. So could you explain that?

MR. TAYLOR: Yeah. What I want to -- you're looking at -- if you're looking at the waiver, the dollars there, what we're looking to do is we are looking at this from our budgeting perspective, from the perspective of when we have economically disadvantaged kids, we have individuals coming in,

typically they are all slower and also they're a little bit -- they don't necessarily have the full support that some of the other kids do at home. And so what we do is we specifically identify some of those -- some dollars that will help in those particular instances. So we're talking about the ALE -- sorry, I'm trying to make sure to get in the acronym because I'm looking at it here -- sorry -- the alternative learning environment. We won't have an alternative learning environment program specifically; what we'll do is identify to insure that we are meeting the very specific needs of those kids who have specific learning needs.

DR. WALTERS: Okay. Did you -- I didn't see any revenue in your budget for ALE categorical funds. You didn't have any?

MR. TAYLOR: Right. That's correct. There's no revenue in there.

DR. WALTERS: Okay. Great. Thank you.

CHAIRMAN KIMBRELL: Mr. Hoy.

MR. HOY: Unfortunately, I have maybe a couple more financial questions and then one question completely unrelated to finance. In reviewing the budget that was just handed to us, it appears now that we're down to an ending balance at the end of

the first year of $22,742.11, which is now at 1.3% of the budget. And I know at first it was 3 and you were comfortable with 5, so I was wondering -- two questions on that: can you tell me something that makes me comfortable about the 1.3%? And the follow-up question: being a charter organization with a history I know you probably have a track record. So have you ever had to close a school for financial considerations?

MR. COOK: We have not. No, sir. We -- as a nonprofit that's our whole focus is kids and so as an organization we have done very well financially just the way we run our programs. And so as we open a new school we're going to have additional costs obviously. Things that aren't included in here that are not supposed to be included are federal grants, things like that that should be out there but you never know. So it's not -- that's why it's not in the budget. But as an organization, a strong organization financially -- and our audits are all out on our website -- you can see that we have the means to be able to meet any of those kind of needs that come up. Obviously, we can't lose money every year, you know, but starting off there's going to be things that may come up where we need to make sure

we're infusing some capital into it from our 501(c)(3) organization.

MR. HOY: The unrelated question, it may be for a parent. When -- Dr. Glasgow, when you were talking about the school that you might retrofit and make it a K-8 school out in the area, I heard what seemed to be a collective gasp from the parents that seem to be sitting there. And I was wondering if one wanted to address that particular issue? And I see one that would like --

MR. NEWTON: One of our parent leaders.

UNKNOWN LADY: I'd be glad to.

MR. NEWTON: One of our parent leaders --

MR. HOY: I know they were all sworn in, so --

MR. NEWTON: They were.

MR. HOY: If you don't mind, I'd like to hear from their perspective.

MS. KELLYANN THORNTON: Mr. Glasgow paints a very different picture than what is the reality for West Little Rock and for that STEM conversion school. The superintendent, his own words to me were that that school really would not serve West Little Rock kids. As a K-8 school, what parent is going to take their child out of Roberts with no -- you know -- and go halfway across town? When those Roberts kids

graduate from 5th grade, that STEM school will be filled up. Even adding a classroom only adds about 30 spots. There's hundreds of kids graduating 5th grade in West Little Rock with nowhere to go. That school is not a guarantee. They're still in the talking and planning stages. They haven't even presented it to their school board to vote on. I've been to those planning meetings; I've sat through and I've listened to what they're doing. That's not going to have an effect on West Little Rock. All they do is talk about things; they never actually do anything. There's nowhere for our kids to go to school. I'm a volunteer parent at Forest Heights Middle School. I do not have a child there. I've donated over 200 hours this school year alone. They don't have the room for our kids at that school. They want my child to be put on a bus and be driven 45 minutes one way to a magnet school, if I get in. When Mr. Newton said, "The most innovative thing about this school is that it even exists" -- what Little Rock School District is selling me is fairy dust and promises.

MR. HOY: Okay. Then if you don't mind I would like to have Dr. Glasgow respond to that, especially in the light of the past statement, Mr. Glasgow, of

the school building itself.

DR. GLASGOW: Forest Heights, it's true that our board has approved the administration planning for the school. The final design of the school has not been presented to the board yet for final approval. The planning is for the school to open next year. It would be K-8. It's not an attendance zone school, so parents from all over could apply to go there if they meet the eligibility criteria. There will be criteria for school -- for students to enroll. I'll just relate a personal experience. I have lived in West Little Rock much of my life. My child rode the bus from West Little Rock all the way to Carver Magnet School when it was in the old Carver across town. It was an exceptional experience. Most parents, to my knowledge, don't mind a bus ride if they're getting a quality education when they get there.

CHAIRMAN KIMBRELL: Mr. Glasgow, one -- before you leave I have a couple of questions about the planning. You also talked about the possibility of maybe building an additional school out there, passing a millage, et cetera. Do you have a timeframe? Has there been any conversation about a timeframe in those plans?

DR. GLASGOW: Dr. Suggs -- of course, this is all contingent upon the board approving this, but I think the board is in line with this. Dealing with this is one of their goals for the year. It will probably go for a millage the next time, which would be early next school year. And if the millage is passed then we would immediately begin construction of the school.

CHAIRMAN KIMBRELL: Okay. Thank you. We'll go back to --

MR. NEWTON: Chairman Kimbrell, I just wanted to say we applaud the efforts of the district to become innovative and to do that. But I think my colleague Kellyann was trying to stress that it actually exacerbates the issue because the next closest middle school is Pulaski Heights, which is always at capacity. And so if you're actually narrowing the seats at Forest Heights to this anticipated STEM school, then where do those kids go?

CHAIRMAN KIMBRELL: That's an unknown. I think we understood that.

MS. THORNTON: Can I say one more thing?

CHAIRMAN KIMBRELL: No. We're going to move on with questions. We have three more applications. Ms. Coffman.

MS. COFFMAN: This may be a question for Legal. Would you walk me through the lottery process? Because I see that we have very many impassioned parents here but the limited number of seats. So what is that process going to be and how will it affect a family that has a number of children that would cycle through that process?

MS. PERRY: If it's all right, Ms. Coffman, I'm going to address it rather than legal counsel.

MS. COFFMAN: Okay.

MS. PERRY: There is not only -- there is not just one way to do a lottery and have it meet the federal and state definition which is required to be a charter school. But what typically happens is that there are waivers for a sibling. In other words, if a child is drawn -- their number is drawn to be placed in the 5th grade, then when you see that you also know -- and have not yet drawn for 3rd grade -- that that child's sibling in the 3rd grade can automatically be placed without having that name actually be drawn. Now some may not do it that way. Charters do not have to take advantage of those preferences that they may take advantage of in that capacity. I have been told by many that they were able to get one student in and not another. There

may not be capacity some years at the particular grade level that a sibling is waiting on or there may be multiple siblings from students waiting there. Did that --

MS. COFFMAN: Let me be a little more narrow in my scope of that question. Because we're starting with 6-8 grades, so we'll only have three grades, if a child from a family gets in one of those grades but then you have a child that's in 4th or 5th grade do they have an automatic advantage when they become a 6th grader?

MS. PERRY: They can if the charter is set up that way.

MR. COOK: That's how we're -- we'll set it up for the sibling the next year.

MS. COFFMAN: Thank you.

CHAIRMAN KIMBRELL: Mr. Boardman, do you have any questions?

MR. BOARDMAN: I'm fine.

CHAIRMAN KIMBRELL: Okay. Dr. Witonski.

DR. WITONSKI: I'd like to make a motion to approve.

MR. HERNANDEZ: Second.

CHAIRMAN KIMBRELL: Any additional questions?

MR. HOY: I do have one.

CHAIRMAN KIMBRELL: Mr. Hoy, go ahead.

MR. HOY: Well, it may be more than just one because I want to make certain, as Mr. Boardman stated earlier, that we're straight on all the waivers that we're talking about. But my question is specific to the goal and that's item number 6 in the narrative response. The goals for this particular school are to be specific goals in terms of the targets that were in here. In the goals what I see for Quest, in reading, is that Quest will achieve measurable growth for students. That is not tied specifically to the growth metric set by the State of Arkansas, and I was wondering if for the record we're talking about the growth stated by Arkansas?

MR. COOK: Yes, sir.

MR. HOY: And the same for mathematics, for the record?

MR. COOK: Yes, sir.

MR. HOY: Okay. Thank you.

CHAIRMAN KIMBRELL: Okay. Let me ask Ms. Clay to come, or Ms. Perry, either, and answer the question that Mr. Boardman brought up and I think it's been reiterated by Mr. Hoy. Do we have straight what waivers are now in the application, which ones are, which ones need to be modified, et cetera?

MS. CLAY: Possibly. What I can do for you -- and I'll ask both Ms. Perry and Mr. Bowman to kind of double-check me as I go through here. I have a list of waivers divided by basically subject matter that I can go through and tell you what waivers have been requested and tell you if there are any outstanding issues that have either been brought up today in the hearing or that were brought up before with our legal comments, if that is the pleasure of the Panel. Okay. I'll start -- they've asked for waivers of school board requirements generally. Those statutes are 6-13-619, governing Meetings; 6-13-620, Powers and Duties of School Boards; 6-13-634, School District Board of Directors Size; Chapter 14, School Elections; the ADE Rules Governing School Board Zone and Re-Zoning; and ADE Rules Governing School Election Reimbursement. And we do not have any outstanding issues with those waivers.

They have asked for a waiver of 6-13-622, Budget Publication. As I mentioned to you earlier, there is a constitutional requirement (Arkansas Constitution Article 14, Section 3) that requires a school to make its budget public. So while you can waive the publication in the newspaper section, the school would still be required to make its budget public in

some manner to comply with the Constitution.

CHAIRMAN KIMBRELL: It's required under our website requirements, is it not?

MS. CLAY: Yes.

CHAIRMAN KIMBRELL: So they pulled that waiver so --

MS. CLAY: Yes.

CHAIRMAN KIMBRELL: Thank you.

MS. CLAY: So let me make sure we're on the same page, and this may be a question for Mr. Bowman. Whether the applicant still wants a waiver of the newspaper publication requirement of that statute or if they want to withdraw that waiver?

CHAIRMAN KIMBRELL: 6-13-622.

MR. BOWMAN: Yes. We'd like to -- we will publish it on the website, of course, and we'll get a waiver for the newspaper publication.

CHAIRMAN KIMBRELL: Thank you.

MS. CLAY: Okay. The next section is Licensure and there's quite a few on this one: 6-13-109, School Superintendent; 6-15-1004, Qualified Teachers in Every Public School Classroom; 6-17-301, Employment of Certified Personnel; 6-17-302, Public School Principal Qualifications and Responsibilities; 6-17-309, Certification Waiver; 6-17-401, Teacher License

Requirement; 6-17-427, Superintendent License, Superintendent Mentoring Program Required; Chapter 17, Subchapter 4, Certification Generally; 6-17-902, Definitions; 6-17-919, Warrants Void Without Valid Certificate and Contract; the ADE Rules Governing Educator Licensure; ADE Rules Governing the Superintendent Mentoring Program; Standards for Accreditation 15.01, 15.02, 15.03, which all have to do with licensure; the ADE Rules Governing Parental Notification of Assignment -- actually, that one would just be in the licensure rules; they're all combined now. That is all on the licensure waivers and we do not have any outstanding issues from the legal staff for those.

Next up is Personnel -- this is Personnel Policies and some other personnel issues that I've grouped all into one. We have 6-17 --

CHAIRMAN KIMBRELL: You want to just -- these are the typical ones under --

MS. CLAY: Yes. On --

CHAIRMAN KIMBRELL: Okay. And --

MS. CLAY: One outstanding issue on the personnel policies, we do believe they need a waiver of the ADE Rules Governing Personnel Policies, Salary Schedules and Documents Posted to the District

Website, but just Sections 4 through 8 of those.

MR. HOY: But they are not requested?

CHAIRMAN KIMBRELL: No.

MS. CLAY: They have not requested that.

CHAIRMAN KIMBRELL: Okay. We had the same issue yesterday?

MS. CLAY: Yes, sir.

CHAIRMAN KIMBRELL: Okay.

MS. CLAY: They have requested a waiver of 6-15-902(a) regarding Grading Scale, which typically the Panel has granted when the grading scale is more rigorous. And I believe that's how you chose to handle it yesterday. If they do get that waiver, they need a waiver of the ADE Rules Governing Uniform Grading Scale as well and that's not been requested on this one.

They've requested a waiver of ALE and the typical statutes and rules that go along with that waiver. We do not have any outstanding issues.

They withdrew their waiver of School Day Hours, from what I understand, and also they withdrew the waiver of the pre-AP course offering. They've asked for a waiver of Mandatory Attendance for grades 9-12, 6-18-211. We talked about this briefly earlier. It appears their schedule is going to be longer and this

waiver would not be necessary, but they may want to address how they're going to handle scheduling when they get to those 9-12 grades. If this waiver is granted, they also need a waiver of the Rules Governing Mandatory Attendance for Students in grades 9-12. They've requested a waiver of Gifted and Talented and those statutes and rules relating to Gifted and Talented. We don't have any outstanding issues with those waiver requests. They withdrew the waiver of Standards for Accreditation 9.0, Curriculum. With regards to Standards of Accreditation 9.03.4, regarding the 38 units, the applicant may want to address how they will handle that going forward, whether they want to request a phase-in. Typically, the language that goes in with that waiver request is that the charter will offer all 38 units by the time the first 12th grade class -- they have the first 12th grade class.

They have requested a waiver of class size and teaching load, which is Standards for Accreditation 10.02. This waiver is not uncommon. Usually, the Authorizer likes to hear exactly what the class sizes will be before they grant that waiver. They've asked for a waiver of the 120 clock hours, Standards for Accreditation 14.03. As I mentioned to you earlier,

the Panel lacks the authority to grant the waiver of graduation requirements but you do have some latitude in being able to grant the waiver as long as they satisfy the curriculum frameworks requirements.

They've asked for a waiver of Standards for Accreditation 19.04 relating to Summer School and Adult Education Programs. They've asked for a waiver of Student Services, and this includes 6-18(10), Public Schools Student Services Act, the Library Media Technology Act, and the relating rules in Standards for Accreditation that goes along with this set of waivers. They requested a waiver of 6-10-106, School Year Dates. This is the uniform dates for beginning and end of school year. We still need them to address whether that waiver is necessary. If they follow the schedule of the Little Rock School District, then that waiver would not be necessary because the Little Rock School District is already complying with that statute. They've withdrawn the waiver of data to be posted on the website. They've asked for waivers of Displaying the United States and Arkansas Flag; that's 6-16-105 and 106. They do say that they will seek alternative methods for prominently displaying those flags. They've withdrawn the waiver of Tests and they have asked for

a waiver of Chapter 19 as it relates to Transportation. They've asked for a waiver of 6-21-117 as it relates to Leased Academic Facilities. They've withdrawn the waiver relating to Manner of Making Purchases and they had asked for a waiver of Standards for Accreditation 21.0, Auxiliary Services.

CHAIRMAN KIMBRELL: Thank you, Ms. Clay. Let me ask then, Mr. Bowman, do you want to answer questions as to any additional changes or discussion about the waiver requests?

MR. BOWMAN: So to the extent that I can, absolutely. To try to put this a little bit into context, I realize this is a new panel but the waivers that you have in the current application involve a few categories. They're ones that we have sought and already have approval for in our prior Quest application for our current functioning school, ones that were approved yesterday with the stipulations from this panel. And the only thing that's different from that is trying to figure out the 38 units, to make sure that we get that included in here with the proper phase-in to where the Panel is comfortable with it but then we can still have our 9th grade start next year and still fit within the budget. So I think we need to address that. The

only other thing I'd like to put forth for the Panel's consideration as was brought up yesterday by I think the first two presentations is this idea that the board members have to be present physically. So we'd like to seek a waiver on the record of 6-13-619 -- 6-13-619, which requires -- to the extent that it requires board members to be physically present. Other than that, any questions that you might have we'd welcome, sir.

CHAIRMAN KIMBRELL: Mr. Hoy.

MR. HOY: Ms. Clay, correct me if I'm wrong but I think what Ms. Clay was also saying is that there's some additional waivers of certain rules that you will need to request or else the waivers of the specific law will still not be applicable --

MR. BOWMAN: Thank you, sir.

MR. HOY: -- because of the rule.

MR. BOWMAN: Yes, sir. So what Counsel has mentioned, those rules that are required to completely effectuate our statutory request we'd like to also include those into the waivers, the ones that she mentioned on the record. Yes, sir.

CHAIRMAN KIMBRELL: Okay. Do you want to go ahead and address the 38 units now or do you want to bring an amendment to this panel at a later date?

MR. BOWMAN: If it's all right, sir, we'd like to do that now. If you can explain how we need that to be phased in -- just starting next year we just need that phased in.

CHAIRMAN KIMBRELL: Okay.

MR. BOARDMAN: I think what was mentioned in the past is that you would agree to have the 38 units when you have a 12th grade class.

CHAIRMAN KIMBRELL: The senior class, first senior class.

MR. BOWMAN: Once we have the senior class, once we're serving all 9-12 --

MR. BOARDMAN: You will have the 38 units?

MR. BOWMAN: Yes, sir. All right.

CHAIRMAN KIMBRELL: I asked the question, I mean, and I know that Ms. Clay brought this up about the school year calendar, you asked for a waiver; although you're going to next year match the Little Rock calendar, do you still seek that waiver for flexibility or for the purpose of maybe changing your calendar in the future?

MR. BOWMAN: Right. Typically what we do is we do try to match up with the local school district. Sometimes if you have siblings that are in the traditional school district and also in charter

school, they have friends there, it makes things very nice. So we typically do match up but just like you said, in case we get into it and the reality is that we want flexibility to do something different we go ahead and ask for that up-front.

CHAIRMAN KIMBRELL: Thank you. Other questions? Ms. Coffman.

MS. COFFMAN: Yes. We mentioned yesterday about the grading scale with the stipulation that it be more rigorous than the state scale. And is that acceptable to you, as well?

MR. COOK: Yes.

CHAIRMAN KIMBRELL: Can you give us a quick idea what that would be?

MR. BOWMAN: I apologize. That was what we covered yesterday. So what it is, in essence, is it's when you have -- in the code currently, except there's no "D" grade. I think it's 69% and below -- it's 59% and below that's an "F" grade, so it's A, B, C, then F. So that's our current grading scale but the waiver is only requested to the extent that what we are providing is more rigorous.

CHAIRMAN KIMBRELL: Other questions?

DR. WALTERS: A friendly amendment to Dr. Witonski's motion, if she's amenable?

DR. WITONSKI: Uh-huh.

DR. WALTERS: As we did yesterday, since they are not employing a school counselor or a school nurse, same requirement that an expenditure report be provided by September 1, 2014 for the fiscal year -- well, no, this would be next year, so it would be '15. It would actually be '15.

CHAIRMAN KIMBRELL: That's just an expenditure report of Student Services and Health Services showing that the services were provided. Okay. So I have a motion and a second motion by Dr. Witonski and a second by Mr. Hernandez. Any further discussion or questions? Are you -- yes, she said she was. Y'all can fight it out later. All those in favor say aye.

(UNANIMOUS CHORUS OF AYES)

CHAIRMAN KIMBRELL: All those opposed like sign? Unanimous vote. Your application has been approved. Thank you.

No breaks today, sorry. We will be taking a 10-minute break. If you'll look at the clock back there -- well, we'll take a 12-minute break and at 10-till we'll be back.

(OFF THE RECORD - 10:38 A.M.)

(BACK ON THE RECORD - 10:52 A.M.)

A-2: HEARING OF OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL

Request for the State Board of Education to Review the Decision Made by the Charter Authorizing Panel

Quest Middle School of West Little Rock
Little Rock, Arkansas

RECEIVED
Arkansas Department of Education
Charter and Home School Office
11/20/2013 3:43 PM

From: Christopher Heller
To: ADE Charter Schools
Cc: Tom Kimbrell (ADE); Jeremy Lasiter (ADE); Lori Freno-Engman (ADE)
Subject: Quest Charter Application
Date: Wednesday, November 20, 2013 3:43:56 PM

Ms. Perry – In accordance with the procedures in Ark. Code Ann. sections 6-23-702 and 703, and the time frame set out in your November 14 letter announcing the approval of Quest Middle School's charter application, LRSD requests that the State Board of Education review the final decision of the Department in this matter. Although Quest claimed in its application that it would enroll 78% free and reduced lunch students, then submitted an amended budget to the ADE at its approval hearing claiming at least 50% F/R students, neither number fits with the available evidence. Quest will likely be established as a predominately white, low poverty school which operates to the detriment of both LRSD and PCSSD. Quest will also draw students from the same area where LRSD has purchased land for the construction of a new middle school. It makes no sense as a matter of public policy to create two new middle schools in the same place at the same time.

Information available at the ADE Data Center supports LRSD's concerns. At Baker, the elementary school closest to the proposed Quest site, less than 19% of the students received F/R lunch during the 2011-12 school year (the last year reported). At two other elementary schools in the area, Chenal and Roberts, there were 24% and 25% F/R students, respectively. To the extent Quest would draw from students from private or home schools rather than traditional public schools, the numbers would likely be even lower. Quest has budgeted $99,000 for transportation. This will not be nearly enough to affect the character of the school. An accurate calculation of the likely F/R enrollment at Quest would also have the effect of reducing Quest's budgeted income. If the State is willing to create what will clearly be a low poverty, identifiably white school operated by a private entity which does not have the means to transport any significant numbers of poverty students to the school, the SBE (rather than ADE) should make that decision with a full record of the likely enrollment and not on the questionable representation that there will be some degree of economic balance.

Thank you for your consideration of this request. Please let me know if there is anything further I must do to have this request presented to the State Board. CH

CHRISTOPHER HELLER | ATTORNEY

FRIDAY | ELDREDGE & CLARK LLP
Client focused every day

Heller@fridayfirm.com | Direct: (501) 370-1506 | Fax (501) 244-5344
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Notification of

Charter Authorizing

Panel Decision

Quest Middle School of West Little Rock
Little Rock, Arkansas

ARKANSAS DEPARTMENT OF EDUCATION

Dr. Tom W. Kimbrell
Commissioner

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

November 14, 2013

Mr. Chris Baumann
Responsive Education Solutions
1301 Waters Ridge Drive
Lewisville, Texas 75057

RE: Notification of Charter Authorizing Panel Decision
Quest Middle School of West Little Rock

Dear Mr. Baumann:

On November 14, 2013, the Charter Authorizing Panel met and approved the application for the Quest Middle School of West Little Rock. Ark. Code Ann. § 6-23-702(b)(2)(A) allows charter applicants and affected school districts **to request** that the State Board of Education review a final decision of the Charter Authorizing Panel. A request must state the specific reasons that the board should review the decision.

Ark. Code Ann. § 6-23-703(a) requires the State Board of Education to consider requests for review of Charter Authorizing Panel decisions at its next meeting after the decisions are made. Therefore, a review request must be submitted, via email, no later than 4:00 p.m. on Wednesday, November 20, 2013, in order for the request to be included on the State Board of Education agenda for the meeting on December 9, 2013. 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).

If you have any questions, I may be reached by phone at (501) 683-5312 or by email at mary.perry@arkansas.gov.

Sincerely,

Mary Perry, Coordinator
Charter and Home Schools Office

C: Dr. Jerry Guess, Superintendent, Pulaski County Special School District
Dr. Dexter Suggs, Superintendent, Little Rock School District
Mr. Kelly Rodgers, Superintendent, North Little Rock School District
Mr. Jeff Collum, Superintendent, Benton School District
Mr. Philip R. Rutherford, Superintendent, Bryant School District
Mr. Eddie Johnson, Superintendent, England School District
Ms. Suzanne Bailey, Superintendent, Lonoke School District
Ms. Kendra Clay, Staff Attorney, Arkansas Department of Education

Four Capitol Mall
Little Rock, AR
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Materials Distributed By the Applicant at the Hearing

Quest Middle School of West Little Rock
Little Rock, Arkansas

Quest MIDDLE SCHOOL of WEST LITTLE ROCK

Arkansas Public Charter School Application

Estimated Budget Worksheet

Revenues		Amount	Year One Total	Year Two Total
State Public Charter School Aid:				
No. of Students	(209)	X 6,521 State Foundation Funding	$1,434,620.00	$1,793,275.00
No. of Students	(209)	X 44.00 Professional Devel	$9,680.00	$12,100.00
No. of Students	105	X eligible $517 NSLA Fundi	$ 54,026.50	$ 67,533.13
Total State Charter School Aid			$1,498,326.50	$1,872,908.13
Other Sources of Revenue				
Federal Grants (CNP)		21,945.00		27,431.25
Federal Grants (Title IA)				-
Federal Grants (Title IIA)				
Federal Grants (IDEA B)				
Federal Grants Total			$21,945.00	$27,431.25
Total Other Sources of Revenues		Provided by Responsive Education Solutions of Texas through grant or other means	**250,000.00**	50,000.00
TOTAL REVENUES			$1,770,271.50	$1,950,339.38

Expenditures	Amouunt	Total		Total
Administration				
Salaries	117,500.00		117,500.00	
Fringe Benefits	36,612.90		36,600.31	
Purchased Services	5,000.00		5,000.00	
Supplies and Materials	9,360.00		11,450.00	
Equipment	6,210.00		6,210.00	
Other (Travel, Dues)	7,340.00	$182,022.90	7,862.50	$184,622.81
Regular Classroom Instruction				
Salaries	441,570.00		551,962.00	
Fringe Benefits	137,592.82		171,931.75	
Purchased Services	2,000.00		2,000.00	
Supplies and Materials	41,120.75		51,400.94	
Equipment				
Other (Describe)	4,344.00	$626,627.57	5,180.00	$782,474.69
Special Education				
Salaries	45,396.00		58,690.00	
Fringe Benefits	14,145.35		18,281.47	
Purchased Services				
Supplies and Materials	627.00		783.75	
Equipment				
Other (Describe)		$60,168.35		$77,755.22
Gifted and Talented Program				
Salaries				
Fringe Benefits	-		-	

Purchased Services				
Supplies and Materials				
Equipment				
Other (Describe)		$0.00		$0.00

(Budget Continued)

Alternative Education Program:				
Salaries (No. of Positions____)	35,874.00		67,557.00	
Fringe Benefits	11,178.31		21,043.47	
Purchased Services				
Supplies and Materials				
Equipment				
Other (Describe)		$47,052.31		$88,600.47
Guidance Services				
Salaries				
Fringe Benefits	-		-	
Purchased Services	1,000.00		1,000.00	
Supplies and Materials				
Equipment				
Other (Describe)		$1,000.00		$1,000.00
Health Services				
Salaries			-	
Fringe Benefits	-		-	
Purchased Services	12,540.00		15,675.00	
Supplies and Materials				
Equipment				
Other (Describe)		$12,540.00		$15,675.00
Media Services				
Salaries			-	
Fringe Benefits	-		-	
Purchased Services				
Supplies and Materials				
Equipment				
Other (Describe)		$0.00		$0.00
Fiscal Services				
Salaries				
Fringe Benefits	-		-	
Purchased Services	12,000.00		12,000.00	
Supplies and Materials				
Equipment				
Other (Describe)		$12,000.00		$12,000.00
Maintenance and Operation				
Salaries				
Fringe Benefits	-		-	
Purchased Services (include utilities)	40,800.00		40,800.00	
Supplies and Materials	6,500.00		6,500.00	
Equipment				
Other (Describe)-Utilities	28,800.00	$76,100.00	28,800.00	$76,100.00

(Budget Continued)

Pupil Transportation				
Salaries				
Fringe Benefits	-		-	
Purchased Services	99,000.00		99,000.00	
Supplies and Materials				
Equipment				
Other (Describe)		$99,000.00		$99,000.00
Food Services				
Salaries				
Fringe Benefits	-		-	
Purchased Services	21,945.00		27,431.25	
Supplies and Materials				
Equipment				
Other (Describe)		$21,945.00		$27,431.25
Data Processing				
Salaries				
Fringe Benefits	-		-	
Purchased Services	4,800.00		4,800.00	
Supplies and Materials				
Equipment	44,673.75		12,375.00	
Other (Describe)		$49,473.75		$17,175.00
Substitute Personnel				
Salaries (No. of Positions____)	11,751.69		14,689.62	
Fringe Benefits	3,661.82	$15,413.51	4,575.70	19,265.32
Facilities				
Lease/Purchase (contract for one total year including facility upgrades	496,386.00		496,386.00	
(Restroom renovation,light-ing,walls,flooring,interior)	-		-	
Furniture & Equipment	41,800.00		11,000.00	
including facility upgraddes):				
Insurance (contract for one total year				
including facility upgraddes):				
Property Insurance	4,000.00		4,000.00	
Content Insurance		$542,186.00		$511,386.00
Debt Expenditures:				
Other Expenditures:				
(Security)		$2,000.00		$2,000.00
TOTAL EXPENDITURES		$1,747,529.39		$1,914,485.75
OVER (UNDER) Revenues		$22,742.11		$35,853.62

Quest Middle School of West Little Rock

Summary

Quest Middle School of West Little Rock
Little Rock, Arkansas

Quest Middle School of West Little Rock

Grade Level(s):	6-12 (6-8 in Year 1 adding a grade per year)
Student Enrollment Cap:	490 (220 in Year 1)
Name of the Sponsoring Entity:	Responsive Education Solutions (ResponsiveEd)
IRS Status	501(c)(3) Non-Profit Status
Address:	1815 Rahling Road Little Rock, AR 72223

Mission Statement
The mission of Quest is to provide hope for students through an innovative, encouraging, character-based, individualized learning environment, where they are academically successful and develop into lifelong learners.

Information on the School District in Which the Charter Would Be Located
Pulaski County Special School District
56.74% free and reduced-price lunch (2012-2013)
Needs Improvement District (ESEA 2012) - Mathematics

Issues that Remain Unresolved as Determined by the Charter Internal Review Committee
- The address of the proposed charter being in the Pulaski County Special School District when the application is predicated on the school being in the Little Rock School District
- Budgeting concerns
    - Lack of a revised budget for review as revenue was reduced and expenses increased in response to concerns identified by the Charter Internal Review Committee -
        - Statement that the budget will be revised to reflect expenses for English language learners
        - Statement that budget will be revised to remove federal revenue
    - Only a statement without official documentation to demonstrate a commitment by the sponsoring entity to provide Quest with up to $300,000.00 in 2014-2015 and up to $100,000.00 in 2015-2016 should Quest fail to receive this revenue from other sources
- Lack of details about the student transportation plan
- The ability to meet the needs of gifted and talented students
- The brief mention of using a “classical based education” in the geographic service area section of the application and brief response to ADE comment without discussion of the classical curriculum
- The statement that “a student must reside in Quest’s approved geographic region”

Documentation Provided in Support of the Charter

<u>Letters of Support Included in Application</u>

Representative Tim Griffin	United States House of Representatives
Ed Choate	Delta

Petitions Included in Application
60 signatures

Other Letters of Support (available for review)

Representative Allen Kerr	State of Arkansas House of Representatives
Representative Warwick Sabin	State of Arkansas House of Representatives
Director Lance Hines	City of Little Rock
John Bacon	eStem Public Charter School
Amy Bell	Studio Bella Photo and Design
Mark Fortune	The Gadberry Group
Ashley and David Coldiron	Parents
Vicky Crook	Business owner
Brad Cruse	Individual
Kellyann Goodman-Thornton	Parent
Nancy Greenwood	Individual
Randy Hatchell	Business owner
Kay Koonce	Individual
Andrew and Leah Lanford	Individuals
James Nelson	Individual
Virginia Nelson	Parent
Alanna and Gary Newton	Parents
Richard Thornton	Parent

Other Petitions (available for review)
246 signatures

Requested Waivers

Note from legal staff:

The Charter Authorizing Panel should examine each waiver requested by the applicant. Particular attention should be paid to the following waiver requests which traditionally have either not been granted or have warranted additional discussion by the authorizer:

- **Ark. Code Ann. § 6-10-106 Uniform Dates for Beginning and End of School Year**
  - The Applicant proposes to follow the calendar of the Little Rock School District. Therefore, this waiver is not necessary.
- **Ark. Code Ann § 6-13-622 Budget Publication**
  - Ark. Const. Art. 14 § 3 requires each district to make its budget public. The Panel can waive the requirement of Ark. Code Ann. § 6-13-622 to publish the budget in the newspaper, but the Applicant would still be required to make its budget public.
- **Ark. Code Ann. § 6-15-902(a) Grading Scale**
  - The past practice has been to grant this waiver only as to non-core (i.e. elective courses), when the request is made in a new charter school application. The waiver has been granted as to core courses only after a charter school has established itself and demonstrated a substantial need for the waiver. In addition, waiver may be granted only to the extent that the proposed grading scale is more rigorous than the scale provided by statute.
  - The Applicant indicated it will implement a more rigorous grading scale, but the grading scale was not provided.

- **Ark. Code Ann. § 6-16-102 School Day Hours**
  - The Applicant has indicated its program may necessitate a "school day" shorter or longer than six hours. However, the proposed daily schedule (Application, Attachment 5) shows 410 minutes of instructional time each day. This waiver is not necessary for an instructional day longer than six hours.
- **Ark. Code Ann. § 6-17-2802 Teacher Excellence and Support System**
  - If this waiver is granted, a waiver of the ADE Rules Governing the Teacher Excellence and Support System is necessary.
- **Ark. Code Ann. § 6-18-211 Mandatory Attendance for Students in Grades Nine through Twelve**
  - The Applicant has indicated its program may necessitate a "school day" shorter or longer than six hours. However, the proposed daily schedule (Application, Attachment 5) shows 410 minutes of instructional time each day. This waiver is not necessary for an instructional day longer than six hours.
  - If this waiver is granted, a waiver of ADE Rules Governing Mandatory Attendance Requirements for Students in Grades Nine Through Twelve is also necessary.
- **Ark. Code Ann. § 6-21-304 Purchases**
  - A waiver of this section is typically not requested.
- **Standards for Accreditation Section 9.0 Curriculum**
  - A waiver of this entire section is typically not requested.
- **Standards for Accreditation 9.03.4 38 Units of Credit**
  - Traditionally, this waiver has only been granted as charters phase in grades (i.e., the charter will offer all 38 units by the time it has its first 12th grade class) or when the charter will still meet the content requirements of all 38 courses through embedded courses.
- **Standards for Accreditation 14.03 Clock Hours for Unit of Credit**
  - The Panel lacks the authority to grant a waiver of graduation requirements. However, in the past the authorizer has granted a waiver of the 120 clock hour requirement upon satisfaction that the charter will adhere to full curriculum alignment with Arkansas Frameworks.
- **ADE Rules Governing Personnel Policies, Salary Schedules, and Documents Posted to District Websites**
  - Based on requested statutory waivers, it appears a waiver of these rules is also necessary.

From *Ark. Code Ann.*

6-10-106	School year dates
6-11-129	Data to be accessible on website
6-13-109	School superintendent
6-13-619	Monthly meetings
6-13-620	Powers and duties
6-13-622	Budget publication
6-13-634	School district board of directors—Size
6-14-101 et seq.	Applicability of general election laws
6-15-902(a)	Grading scale—Exemptions—Special education (to implement a more
6-15-1004	Qualified teachers in every public school classroom(pertaining to alternative learning programs)
6-15-2302	General business manager—Responsibilities—Minimum qualifications
6-16-102	School day hours
6-16-105	United States flag

6-16-106	Arkansas state flag
6-16-1204	Implementation (requirement that pre-Advanced Placement courses be offered)
6-17-111	Duty-free lunch periods
6-17-114	Daily planning period
6-17-117	Noninstructional duties
6-17-201	Requirements—Written personnel policies—Teacher salary schedule
6-17-201et seq.	Personnel Policies
6-17-211	Use of personal leave when administrator or school employee is absent from campus
6-17-301	Employment of certified personnel
6-17-302	Principals—Responsibilities
6-17-309	Certification to teach grade or subject matter—Exceptions—Waivers
6-17-401 et seq.	Certification Generally
6-17-401	Teacher licensure requirement
6-17-427	Superintendent license—Superintendent mentoring program required
6-17-902	Definition (definition of a teacher as licensed)
6-17-908	Teachers' salary fund—Authorized disbursements
6-17-908(a)(4)(B)	Pertaining to insurance and fringe benefits for teachers
6-17-919	Warrants void without valid certification and contract (the ability to pay a teacher's salary only upon filing of a teacher's certificate with the county clerk's office, if the requirement of a teacher's certificate is waived for such teacher)
6-17-1201 et seq.	Teachers' Minimum Sick Leave Law
6-17-1301 et seq.	School Employees' Minimum Sick Leave Law
6-17-1501 et seq.	Teacher Fair Dismissal Act
6-17-1701 et seq.	Public School Employee Fair Hearing Act
6-17-2201 et seq.	Classified School Employee Minimum Salary Act
6-17-2301 et seq.	Classified School Employee Personnel Policy Law
6-17-2401 et seq.	Teacher Compensation Program of 2003
6-18-211	Students in grades none through twelve—Mandatory Attendance
6-18-503(a)(1)(C)(i)	Pertaining to alternative learning environments
6-18-1001 et seq.	Public School Student Services Act
Chapter 19	Transportation
6-20-2208(c)(6)	Monitoring of expenditures (gifted and talented)
6-21-117	Leased academic facilities (requiring leased facilities to confirm to the school facility standards)
6-21-303	Rules (the requirement to reimburse teachers for personal expenditures for classroom supplies)
6-21-304	Purchases (would use a state-approved vendor or obtain a minimum of three quotes for purchases between $1,000 and $50,000 and obtain bids when the estimated purchase price is equal to or exceeds $50,000, rather than following the requirement of obtaining bids in each instance when the estimated purchase price shall equal or exceed $10,000)
6-25-101 et seq.	Public School Library and Media Technology Act
6-42-101 et seq.	General Provisions (gifted and talented)
6-48-101 et seq.	Alternative Learning Environments

From Arkansas Department of Education (ADE) Rules Governing Standards for Accreditation of Arkansas Public Schools and Districts

9	Curriculum
9.03.4	Grades 9-12 (courses to be taught, requiring the 38 units of credit)
10.02	Class Size and Teaching Load
14.03	Unit of credit and clock hours for a unit of credit
15.01	School District Superintendent
15.02	Principals
15.03	Licensure and Renewal
18	Gifted and Talented Education
19.03	Pertaining to alternative learning environments
19.04	Requirement to provide summer school and adult education programs
21	Auxiliary Services

From Other Rules

- ADE Rules Governing Waivers for Substitute Teachers
- ADE Rules Governing Parental Notification of an Assignment of a Non-Licensed Teacher to Teach a Class for More than Thirty (30) Consecutive Days and for Granting Waivers
- ADE Rules Governing the Superintendent Mentoring Program
- ADE Rules Governing Minimum Qualifications for General Business Managers
- ADE Rules Governing Educator Licensure
- Section 4 of the ADE Rules Governing the Distribution of Student Special Needs Funding and the Determination of Allowable Expenditures of those Funds (Pertaining to alternative learning environments)
- ADE Rules Governing Public School Student Services
- ADE Rules for Gifted and Talented Program Approval Standards
- ADE Rules Governing School Board Zones and Rezoning
- ADE Rules Governing School Election Expense Reimbursement

ADE Evaluation and Applicant Responses

QUEST MIDDLE SCHOOL OF WEST LITTLE ROCK

Sponsoring Entity: Responsive Education Solutions (ResponsiveEd)

IRS Status: Recognized non-profit entity

Grade Levels: 6-12

Student Enrollment Cap: 490

Address of Proposed Charter: 1815 Rahling Road, Little Rock, AR 72223

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 response that meets the standard will guarantee that:

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

Meets the Standard

PART B EXECUTIVE SUMMARY
The Arkansas Department of Education requires all applicants to include an executive summary.
Evaluation Criteria:
A response that meets the standard will present:

- A mission statement (with content to be evaluated for Prompt #3 of Part C); and
- The key programmatic features of the proposed charter school.

Meets the Standard

C-1 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 response that meets the standard will present:

- 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
  - Published on a weekly basis for at least three 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
  - The notice of the public hearing was not published in the classified or legal notice section of the newspaper.
  - The last publication date of the notice was no less than seven days prior to the public meeting.

- 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
- o Within seven calendar days following the first publication.

Meets the Standard

C-2 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:

A response that meets the standard will present:

- 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.

Partially Meets the Standard - Meets the Standard (Based on Response)

Concerns and Additional Questions:

- Provide the job description for the state director, budgeted at 0.25 FTE.

Response: The "State Director" referenced on the Personnel Salary Schedule is the "Regional Director" referenced in the 2013 Application: Open-Enrollment Public Charter School ("Charter Application"). The job description and professional qualifications for the Regional Director are found on Pages 8 and 25 of the Charter Application respectively.

C-3 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 response that meets the standard will present:

- A mission statement that is clear and succinct.

Meets the Standard

C-4 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:

A response that meets the standard will present:

- A description of the educational need for the charter school substantiated with valid and reliable data, and
- A description of the innovations that would distinguish the charter from other school

Meets the Standard

C-5 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 response that meets the standard will present:

- 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; and
- A description of the length of school day and school year that meets minimum state requirements.

Meets the Standard

Concerns and Additional Questions:

- Provide the grade levels to be served by year with the maximum enrollment for each year.

Response:

School Year	Grade Levels	Student Enrollment
First Year	6-8	220
Second Year	6-9	280
Third Year	6-10	350
Fourth Year	6-11	420
Fifth Year	6-12	490
Maximum	6-12	490

- 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.

Response: Quest understands 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.

C-6: ACADEMIC ACHIEVEMENT GOALS

The Academic Achievement Goals section should define the performance expectations for students and the school as whole.

Evaluation Criteria:

A response that meets the standard will present:

- Specific goals in:
  - Reading;
  - Reading Comprehension;
  - Mathematics; and
  - Mathematics Reasoning;
- Goals that are clear, measurable and data-driven;

- Goals on improving student achievement; and
- Valid and reliable assessment tools for measuring each of the defined goals.

Partially Meets the Standard - Meets the Standard (Based on Response)

Concerns and Additional Questions:

- Define the specific subpopulations whose performance will be analyzed to determine if there is a narrowing of the achievement gap on state assessments.

Response: The subpopulations whose performance will be analyzed include: (1) Economically Disadvantaged, (2) English Language Learner, and (3) Special Education.

- Define "narrowing of the performance gaps" and quantify how much the gap will be narrowed to demonstrate measurable growth for students.

Response: The performance gaps identified in Quest's first year of operation will be narrowed by 25% by the end of Quest's fourth year of operation.

- Explain the manner in which "80% of state assessments over a three year time period" will be calculated.

Response: This goal is to be revised to read "In Reading/Mathematics, performance gaps identified in Quest's first year of operation will be narrowed by 25% by the end of Quest's fourth year of operation as demonstrated by student performance on mandated state assessments."

- Define the "three year time period."

Response: The "three year time period" is the time between Quest's first and fourth years of operation.

- Confirm the understanding, that 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's AMOs will be based upon the academic performance of the students who attend the charter.

Response: Quest understands that, 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's AMOs will be based upon the academic performance of the students who attend the charter.

C7: CURRICULUM DEVELOPMENT AND ALIGNMENT

The Curriculum Development and Alignment section should define the process by which the design team developed (or chose) the curricular program of the school and illustrate alignment with Arkansas Curriculum Frameworks and Common Core State Standards.

Evaluation Criteria:

A response that meets the standard of a curricular development and alignment program will

present:

- Evidence that the curriculum aligns with, or a sound plan and timeline for aligning the curriculum with, the Arkansas Department of Education's content standards, benchmarks
  and performance standards.
- Evidence that the applicant is prepared to implement the requirements and timeframe of the Common Core State Standards.

Does Not Meet the Standard - Meets the Standard (Based on Response)

Concerns and Additional Questions:

- Describe the process that will be used to develop and align the curriculum with the Arkansas Curriculum Frameworks and the curriculum requirements of the Common Core State Standards as adopted by the State Board of Education.

Response: Quest's response to C.7. contains a typo. Having already been approved by the Arkansas State Board of Education to operate three open- enrollment charter schools—including Quest Middle School of Pine Bluff— ResponsiveEd's team of 30+ writers, editors, proofreaders, and graphic artists have already aligned the curriculum with the Arkansas Curriculum Frameworks in content areas **including** English Language Arts and Mathematics and the curriculum requirements of the Common Core State Standards in English Language Arts and Mathematics as adopted by the State Board of Education.

- State the content areas in which there is curriculum alignment with the Arkansas Curriculum Frameworks and/or the Common Core State Standards as it is stated that there is alignment "in content areas **excluding** English Language Arts and Mathematics and the curriculum requirements of the Common Core State Standards in English Language Arts and Mathematics as adopted by the State Board of Education." (Emphasis added.)

Response: Quest's response to C.7. contains a typo. ResponsiveEd's team of 30+ writers, editors, proofreaders, and graphic artists have already aligned the curriculum with the Arkansas Curriculum Frameworks in content areas **including** English Language Arts and Mathematics and the curriculum requirements of the Common Core State Standards in English Language Arts and Mathematics as adopted by the State Board of Education.

C-8: ST UDENT SERVICES

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

Evaluation Criteria:

A response that meets the standard will describe 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 offering access to one or more approved Alternative Learning Environments; and
- Plans for a gifted and talented program for eligible students.

Partially Meets the Standard

Concerns and Additional Questions: Health

- Explain how the charter will comply with health and safety services outlined in 16.03 of the Arkansas Department of Education Rules Governing Standards for Accreditation.

Response: Quest is seeking exemption from Rule 16 in order to obtain greater flexibility in the provision of its support services. Even so, health and safety services will be provided to the students attending Quest. Health screening services have been budgeted and will be performed by a qualified independent contractor. In addition, as part of the general administration provided by the sponsoring entity, a Director of Health and Safety will have the following duties and responsibilities:

- Develop policies, procedures, and work standards for school health program.
- Monitor compliance of school health program with federal, state and local laws, regulations and policies.
- Collaborate with other child-support agencies in designing and providing a school health program.
- Negotiate professional and medical services essential to the school health program.
- Provide professional development on health-related topics for school staff.
- Screen and conduct health appraisals for students and staff.
- Provide follow-up evaluations on students as required

- Explain the ways in which daily responsibilities for student health issues will be handled and by whom.

Response: Daily responsibilities for student health issues will be handled by school staff who have been trained by the Director of Health and Safety or (if professional medical expertise is required) qualified independent contractors.

Special Education Services

- Confirm the understanding that RTI cannot replace referrals for special education services.

Response: Quest understands that RTI cannot replace referrals for special education services.

- Confirm that all state and federal special education laws and rules will be followed.

Response: Quest confirms that all state and federal special education laws and rules will be followed

Transportation Services

- Provide the student transportation plan.

Response: Quest has budgeted $99,000.00 each year to develop and implement a transportation program designed to ensure that all eligible Little Rock students who wish to attend Quest may do so. While the transportation program has not yet been fully developed, it is anticipated that the program will include a combination of both school and public bus transportation.

English Language Learner Services

- Revise the budget as it states that funds for the English Language Learner Program are dependent on federal funds, but the services must be provided even without federal funds.

Response: The budget will be revised to reflect the requested revision.

Gifted and Talented Services

- Describe the program assessment that could result in the determination of the need for a gifted and talented program.

Response: Not applicable. Quest is seeking exemption from all laws, rules, and standards that would require Quest to provide a gifted and talented program. Instead, Quest will offer interested students an opportunity to take part in dual-enrollment, pre-AP, and AP classes.

- Confirm the understanding that offering dual-enrollment, pre AP, and AP classes does not constitute a gifted and talented program.

Response: Quest confirms its understanding that offering dual-enrollment, pre AP, and AP classes does not constitute a gifted and talented program.

- Confirm that AP classes will be offered in accordance with state law.

Response: Quest confirms that AP classes will be offered in accordance with state law.

- Explain how gifted and talented students will be identified.

Response: Not applicable. Quest is seeking exemption from all laws, rules, and standards that would require Quest to provide a gifted and talented program. Instead, Quest will offer interested students an opportunity to take part in dual-enrollment, pre-AP, and AP classes.

- Explain which teachers will serve gifted and talented students and describe specific training that the teachers will receive in meeting the needs of gifted and talented students.

Response: Not applicable. Quest is seeking exemption from all laws, rules, and standards that would require Quest to provide a gifted and talented program. Instead, Quest will offer interested students an opportunity to take part in dual-enrollment, pre-AP, and AP classes.

- Explain how the social and emotional needs of gifted and talented students will be met.

Response: Not applicable. Quest is seeking exemption from all laws, rules, and standards that would require Quest to provide a gifted and talented program. Instead, Quest will offer interested students an opportunity to take part in dual-enrollment, pre-AP, and AP classes.

C-9: 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:

A response that meets the standard will present:

- 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.

Partially Meets the Standard

Concerns and Additional Questions:

- Explain how the following sentence relates to the geographical area to be served by the charter, "Quest's use of a classical based curriculum will ensure students a solid foundation of content learning."

Response: The referenced sentence does not relate directly to a description of the geographic area to be served by Quest so much as it describes one characteristic of Quest's overall education program.

- Discuss the classical based curriculum that will be used at Quest as this was not mentioned in the educational program.

Response: The reference to a "classical based curriculum" describes one characteristic of Quest's overall educational program. Quest's curriculum is "classical" in that it provides students with the tools of learning necessary to be well-rounded human beings who know who they are and understand the world around them. These tools help students acquire the knowledge, skills, and dispositions necessary to live virtuous and happy lives. The classical nature of Quest's curriculum accomplishes this by teaching students at the points of their physiological strengths and by respecting a proper hierarchy of knowledge. It places its historical, literary, and artistic focus on what are referred to as "The Classics" and offers purposeful study of mathematics and the sciences.

C-10: 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 response that meets the standard will present:

- A timeline for data compilation and completion of an annual report to parents, the community and the Charter Authorizing Panel that outlines the school's progress; and
- A plan for dissemination of the annual report to appropriate stakeholders.

Meets the Standard

C-11: ENROLLMENT CR IT ERIA 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 response that meets the standard will present:

- 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.

Partially Meets the Standard - Meets the Standard (Based on Response)

Concerns and Additional Questions:

- Explain the lawful criteria pertaining to admission and enrollment identified in the charter.

Response: The reference to "lawful criteria" refers to: (1) Quest's enrollment cap, (2) "qualifying residency," and (3) qualifying "disciplinary history."

- Clarify the terms "qualifying residency" and "disciplinary history" as they relate to admission and enrollment in the charter school.

Response: "[Q]ualifying residency" refers to Quest's approved geographic region. To be "eligible for admission," a student must reside in Quest's approved geographic region. Likewise, to be "eligible for admission," a student may not have any disqualifying "disciplinary history." As described in the Charter Application, Quest "shall exclude a student from admission who has been expelled from another public school district in accordance with Title 6 of the Arkansas Education Code."

C-12: 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 response that meets the standard will present:

- 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 Meets the Standard - Meets the Standard (Based on Response)

Concerns and Additional Questions:

- Provide the educational qualifications for the following positions:
- Superintendent;
- Regional director;
- State director, and
- Campus director.

Response: The Superintendent, Regional Director (which is the State Director), and Campus Director must each have a bachelor's degree from a four-year college or university.

C-13: 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:

A response that meets the standard will present:

- 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, and
- A budget that includes costs for all personnel, programs, and expenses described in other sections of the application.

Partially Meets the Standard

Concerns and Additional Questions:

- Confirm that the charter will comply with state and federal procurement laws and rules unless waivers of state laws and rules are approved by the charter authorizer.

Response: Quest confirms that the charter will comply with state and federal procurement laws and rules unless waivers of state laws and rules are approved by the charter authorizer.

- Confirm that the charter will comply with federal procurement laws and rules even if waivers of state laws and rules are approved as federal regulations cannot be waived.

Response: Quest confirms that the charter will comply with federal procurement laws and ruleseven if waivers of state laws and rules are approved as federal regulations cannot be waived.

- Confirm that there will be sound business reasons for purchases of all amounts.

Response: Quest confirms that there will be sound business reasons for purchases of all amounts.

- Remove the name of the CFO and refer to the position so that the charter document will not need revision if there is any change to the person who holds the position.

Response: The name of the CFO will be removed from the charter document as requested.

- Provide documentation that demonstrates the other sources of funding is guaranteed or revise the budget excluding $300,000 in 2014-2015 and $100,000 in 2015-2016 as revenue.

Response: ResponsiveEd, as the sponsoring entity applying for the charter, guarantees that it will provide Quest with up to $300,000.00 in 2014-2015 and up to $100,000.00 in 2015-2016 should Quest fail to receive this revenue from other sources.

C-14: 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 ADE and the community.
Evaluation Criteria:
A response that meets the standard will present:

- 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 ADE or the Division of Legislative Audit.

Meets the Standard

C-15: ARKANSAS PUBLIC SCHOOL COM PUTER N ETWORK 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:
A response that meets the standard will present:

- 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.

Meets the Standard

C-16: 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:
A response that meets the standard will present:

- 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.

Meets the Standard

C-17: 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:
A response that meets the standard will present full disclosure of any potential conflicts of interest and explain how conflicts, if any, will be addressed.
Partially Meets the Standard - Meets the Standard (Based on Response)
Legal Questions:

- Explain the procedures that **will 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.

Response: If a conflict of interest is identified, the individual with the conflict must disclose the conflict to his or her supervisor and abstain from any decision- making process involving the conflict. By requiring such disclosure and removing the person with the conflict from the decision-making process, the procedures ensure that all actions are in the best interest of the school and the students at the school.

C18: FOOD SERVICES

This section should describe how the school will address food services for its student body.
Evaluation Criteria:
A response that meets the standard will present:

- 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.

Partially Meets the Standard

Concerns and Additional Questions:

- Confirm that federal procurement guidelines will be followed when the charter selects a food service vendor.

Response: Quest confirms that federal procurement guidelines will be followed when the charter selects a food service vendor.

- Remove the reference to Quest of Pine Bluff.

Response: The reference to "Quest of Pine Bluff" will be revised to read "Quest."

- Remove the food services funding from the budget as federal funds were not to be included as revenue.

Response: The budget will be revised to reflect the requested revision.

C19: 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 response that meets the standard will present:

- 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.

Partially Meets the Standard - Meets the Standard (Based on Response)

Concerns and Additional Questions:

- Explain how members of the community, other than parents, guardians, and school employees will be involved to make a positive impact on the school and its educational program.

Response: Members of the community will have the opportunity to be involved in and make a positive impact on the school and its educational program through participation in the Community Advisory Council (see Charter Application, Page 8). In addition, Quest will strive to keep members of the community involved in the happenings of Quest through the use of on-site informational campus meetings; annual gatherings allowing questions and community feedback; informational newsletters; and web-based communication of school news. Finally, Quest will pursue partnerships with community leaders who support the

school's mission and goals.

C-20: WAIVERS

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

Evaluation Criteria:

A response that meets the standard will present:

- 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/or fulfilling the charter's mission.

Does Not Meet the Standard

Legal Questions:

Generally:

Ark. Code Ann. §6-23-302(c)(4) requires theapplication to list the specific provisions of Title VI and the specific rules and regulations promulgated by the state board from which the open-enrollment charter seeks to be exempted. Phrases such as "but not limited to," "all other provisions of the Education Code required to give effect to this waiver," "all rules required to give effect to this waiver," and "all standards required to give effect to this waiver" should not be included. Each statute, rule, and standard should be specifically listed. Brief, but specific rationale other than "to meet the goals of the school," for each waiver should be included. Without specific and inclusive waivers requested and explained, a thorough analysis of the applicant's waivers cannot be completed. However, some issues to consider are addressed below.

Requested Waivers:

- **Ark. Code Ann. § 6-10-106 School Year Dates**

This waiver is not necessary to accommodate the applicant's planned adherence to the Little Rock School District's schedule. The applicant should explain why this waiver is necessary.

- **Ark. Code Ann. § 6-15-902(a) Grading Scale**

Based on the application, it is not apparent why this waiver is necessary. Please explain.

Typically, this waiver has only been granted as to non-core courses when the request is made in a new charter school application. The waiver has been granted as to core courses

only after a charter school has established itself and demonstrated a substantial need for the waiver. In addition, the waiver may be granted only to the extent that the proposed grading scale is more rigorous than the scale provided by statute.

- **Ark. Code Ann. § 6-18-211 Mandatory Attendance for Students in Grades 9-12**

Based on the application, it is not apparent why this waiver is necessary. Please explain.

- **Standards for Accreditation 9.03.4 38 units**

Please explain the need for this waiver. Typically, a waiver of this Standard has only been granted for charters as they phase in grades.

- **Standards for Accreditation 10.02 Class Size and Teaching Load**

Based on the application, it is not apparent why this waiver is necessary. Please explain.

Typically, this waiver has only been granted if the applicant proposes specific alternative maximum teacher-student ratios.

- **Standards for Accreditation 14.03 Unit of Credit and Clock Hours Per Unit**

Based on the application, it is not apparent why this waiver is necessary. Please explain.

Response: In response the foregoing general guidance and specific concerns, Quest revises its request for waivers as follows:

GENERAL INAPPLICABILITY

Title 6 of the Arkansas Code Annotated:

- 6-13-619 (Meetings): Quest seeks exemption from this provision to the extent that it requires monthly meetings and prohibits removal of a member of the board by a majority vote of the remaining board members for any reason. Quest seeks to hold meetings as often as necessary to address the needs of the school, whether weekly, monthly, quarterly, etc. Quest seeks to provide the board with the flexibility to determine its membership.

- 6-13-620 (Powers and Duties of School Boards): Quest seeks exemption from this provision to the extent that it requires employment contracts, requires the incorporation of employment policies in all employment contracts, and conflicts with the delegation of powers and duties between the ResponsiveEd Board and Quest Board described in the Charter Application.

- 6-13-622 (Budget Publication): Quest seeks exemption from this provision to the extent that it requires the publication of the school budget and refers to board elections. Quest requests that it be permitted to provide its budget to the public as needed in response to public information requests.

- 6-13-634 (School District Board of Directors-Size): Quest seeks exemption from this provision to the extent that it is generally not applicable in the open-enrollment charter school context.

- Chapter 14 (School Elections): Quest seeks exemption from this provision to the extent that it is generally not applicable in the open- enrollment charter school context.

State Board of Education Rules:

- ADE Rules Governing School Board Zones and Rezoning: Quest seeks exemption from this provision to the extent that it is generally not applicable in the open-enrollment charter school context.

- ADE Rules Governing School Election Reimbursement: Quest seeks exemption from this provision to the extent that it is generally not applicable in the open-enrollment charter school context.

SUPERINTENDENT, PRINCIPAL, AND TEACHER CERTIFICATION AND LICENSURE

Title 6 of the Arkansas Code Annotated:

Quest seeks exemption from the following provisions to the extent that they require superintendents, principals, and teachers to be certified and/or licensed. Quest seeks the flexibility to identify and hire those individuals best suited to facilitate the school's unique educational program. Quest will hire "highly qualified" teachers (as defined by the No Child Left Behind Act of 2001).

- 6-13-109 (School Superintendent)
- 6-15-1004 (Qualified Teachers in Every Public School Classroom)
- 6-17-301 (Employment of Certified Personnel)
- 6-17-302(Public School Principals – Qualifications and Responsibilities)
- 6-17-309 (Certification - Waiver)
- 6-17-401 (Teacher's License Requirement)
- 6-17-427(Superintendent License-Superintendent Mentoring Program Required)
- Chapter 17, Subchapter 4 (Certification Generally)
- 6-17-902 (Definitions)
- 6-17-919 (Warrants Void Without Valid Certificate and Contract)

State Board of Education Rules:

Quest seeks exemption from the following provisions to the extent that they require superintendents, principals, and teachers to be certified and/or licensed. Quest seeks the flexibility to identify and hire those individuals best suited to facilitate the school's unique educational program. Quest will hire "highly qualified" teachers (as defined by the No Child Left Behind Act of 2001).

- ADE Rules Governing Educator Licensure
- ADE Rules Governing Superintendent Mentoring Program

Standards for Accreditation of Arkansas Public Schools and School Districts:

Quest seeks exemption from the following provisions to the extent that they require superintendents, principals, and teachers to be certified and/or licensed. Quest seeks the flexibility to identify and hire those individuals best suited to facilitate the school's unique educational program. Quest will hire "highly qualified" teachers (as defined by the No Child Left Behind Act of 2001).

- 15.01 (School District Superintendent)
- 15.02 (Principals)
- 15.03 (Licensure and Renewal)

EMPLOYEE CONTRACTS

Title 6 of the Arkansas Code Annotated:

Quest seeks exemption from the following provisions to the extent that they require employees to be under contract. Quest seeks the flexibility to hire all employees on an "at-will" basis, maintaining the flexibility to dismiss employees when it becomes apparent that they are not performing up to the high standards required for successful implementation of the school's unique educational program. Employees will have the ability to appeal their dismissal in accordance with a grievance policy adopted by the ResponsiveEd Board.

- 6-17-117 (Non-instructional Duties)
- 6-17-201 (Certified Personnel Policies and Committees)
- 6-17-301 (Employment of Certified Personnel)
- 6-17-302(Public School Principals- Qualifications and Responsibilities)
- 6-17-919 (Warrants Void Without Valid Certificate and Contract)
- 6-17, Subchapter 15 (Teacher Fair Dismissal Act)
- 6-17, Subchapter 17 (Public School Employee Fair Hearing Act)
- 6-17-2301 et seq. (Classified School Employee Personnel Policy Law)

EMPLOYEE COMPENSATION, LEAVE, AND BREAKS

Title 6 of the Arkansas Code Annotated:

Quest seeks exemption from this provision to the extent that it requires specific employee benefits relating to compensation, leave, and breaks. Quest seeks the flexibility to develop its

own employee compensation and leave package to attract those employees it deems likely to contribute meaningfully to the successful implementation of the schools' unique educational program.

- 6-17-111 (Duty-Free Lunch Period)
- 6-17-201 (Personnel Policies Requirements)
- 6-17-211 (Use of Personal Leave When Administrator of School Employee is Absent from Campus)
- 6-17-908 (Teachers' Salary Fund-Authorized Disbursements)
- 6-17-1001 (Minimum Base Salary)
- 6-17, Subchapter 12 (Teachers' Minimum Sick Leave Law)
- 6-17, Subchapter 13 (School Employees' Minimum Sick Leave Law)
- 6-17, Subchapter 22 (Classified School Employee Minimum Salary Act)
- 6-17, Subchapter 24 (Teacher Compensation Program of 2003)

ACADEMICS

Title 6 of the Arkansas Code Annotated:

- 6-15-902(a) (Grading Scale): Quest seeks exemption from this provision so that it may implement a more rigorous grading scale.

- 6-15-1005(b)(5) (Alternative Learning Environments): Quest seeks exemption from this provision to the extent that it requires Quest to offer an alternative learning environment. Quest itself, as a school of choice, is an alternative learning environment.

- 6-16-102 (School Day Hours): Quest seeks exemption from this provision to the extent that it defines the length of a "school day." Quest requests the flexibility to implement its mastery-based educational program, which may necessitate a "school day" of more or fewer than six hours.

- 6-16-1204 (Implementation): Quest seeks exemption from this provision to the extent that it requires Quest to offer pre-AP courses. Quest requests the flexibility to offer pre-AP courses as student interest and need dictates.

- 6-17-114 (Daily Planning Period): Quest seeks exemption from this provision to the extent that it requires Quest to provide teachers with time for conferences, instructional planning, and preparation. Instead, such time is to be spent before or after school without and addition to the teacher's base pay. Time for instructional planning and preparation should be greatly reduced given Quest's academic support and curriculum resources.

- 6-18-211 (Mandatory Attendance for Students in Grades Nine through Twelve): Quest seeks exemption from this provision to the extent that it requires students in grades nine through twelve (9-12) to enroll in no less than three hundred fifty (350) minutes of planned instructional time each day as a requirement for graduation.

Quest requests the flexibility to implement its mastery-based educational program, which may necessitate more or fewer than 350 minutes of planned instructional time each day.

- 6-18-503(a)(1)(C)(i) (Alternative Learning Environments): Quest seeks exemption from this provision to the extent that it requires Quest to offer an alternative learning environment. Quest itself, as a school of choice, is an alternative learning environment.

- 6-20-2208(c)(6) (Gifted and Talented): Quest seeks exemption from this provision to the extent that it requires Quest to provide a gifted and talented program. Instead, Quest will offer interested students an opportunity to take part in dual-enrollment, pre-AP, and AP classes.

- 6-21-303 (Rules): Quest seeks exemption from this provision to the extent that it requires Quest to reimburse teachers for personal expenditures on classroom supplies. All educational materials necessary for the effective implementation of Quests educational program will be provided to the teacher as established in the school budget.

- 6-42, Subchapter 1 (Gifted and Talented): Quest seeks exemption from this provision to the extent that it requires Quest to provide a gifted and talented program. Instead, Quest will offer interested students an opportunity to take part in dual-enrollment, pre-AP, and AP classes.

- 6-48, Subchapter 1 (Alternative Learning Environments): Quest seeks exemption from this provision to the extent that it requires Quest to offer an alternative learning environment. Quest itself, as a school of choice, is an alternative learning environment.

State Board of Education Rules:

- ADE Rules for Gifted and Talented Program Approval Standards: Quest seeks exemption from this provision to the extent that it requires Quest to provide a gifted and talented program. Instead, Quest will offer interested students an opportunity to take part in dual-enrollment, pre-AP, and AP classes.

- ADE Rules Governing Waivers for Substitute Teachers: Quest seeks exemption from this provision to the extent that it requires Quest to ensure that no class of students receives instructions from a substitute teacher(s) for more than thirty (30) consecutive school days in the same class during the year. Quest requests the flexibility to identify and utilize those substitute teachers who it believes will effectively implement its unique educational program.

- ADE Rules Governing Parental Notification of an Assignment of a Non-Licensed Teacher to Teach a Class for More Than Thirty (30) Consecutive Days and for Granting Waivers: Quest seeks exemption from this provision to the extent that it

requires Quest to obtain a waiver from the Arkansas Department of Education for teachers who will be teaching outside of the grade level or subject area they are licensed to teach for more than thirty (30) consecutive school days in the same class during a school year. Quest requests the flexibility to identify and utilize those teachers who it believes will effectively implement its unique educational program.

- Section 4 of the ADE Rules Governing the Distribution of Student Special Needs Funding and the Determination of Allowable Expenditures of those Funds (Alternative Learning Environments): Quest seeks exemption from this provision to the extent that it requires Quest to offer an alternative learning environment. Quest itself, as a school of choice, is an alternative learning environment.

Standards for Accreditation of Arkansas Public Schools and School Districts:

- 9.0 (Curriculum): Quest seeks exemption from this provision to the extent that it conflicts with the educational program described in the Charter Application.

- 9.03.4 (38 Units of Credit): Quest seeks exemption from this provision to the extent that it requires all 38 units to be taught annually. Instead, Quest requests the flexibility to offer those courses necessary to enable a student to obtain the requisite 22 units required for graduation.

- 10.02 (Class Size and Teaching Load): Quest seeks exemption from this provision to the extent that it requires a certain teacher/student ratio. Instead, Quest requests the flexibility to establish teacher/student ratios that best implements its individualized educational program.

- 14.03 (Unit of Credit and Clock Hours for a Unit of Credit): Quest seeks exemption from this provision to the extent that it sets a minimum of 120 clock hours for each unit of credit. Quest is a mastery-based system. As such, a unit of credit may be earned in fewer than 120 clock hours.

- 15.01 (School District Superintendent): Quest seeks exemption from this provision to the extent that it requires the employment of a full- time superintendent when enrollment exceeds 300. The superintendent for Quest oversees the operations of several charters.

- 18 (Gifted and Talented Education): Quest seeks exemption from this provision to the extent that it requires Quest to provide a gifted and talented program. Instead, Quest will offer interested students an opportunity to take part in dual-enrollment, pre-AP, and AP classes.

- 19.03 (Alternate Learning Environments): Quest seeks exemption from this provision to the extent that it requires Quest to offer an alternative learning environment. Quest itself, as a school of choice, is an alternative learning environment.

- 19.04 (Summer School and Adult Education Programs): Quest seeks exemption from this provision to the extent that it requires Quest to provide opportunities for summer school and adult education programs. Instead, Quest requests that it be permitted to focus on the educational program described in the Charter Application.

SUPPORT SERVICES

Title 6 of the Arkansas Code Annotated:

Quest seeks exemption from the following provisions to the extent that it requires specific support services (e.g., guidance and counseling, media services, health and safety services, etc.). Quest seeks flexibility to provide those support services which it determines are integral to its unique educational program. This is especially critical given Quest's limited budgetary resources.

- 6-18, Subchapter 10 (Public School Student Services Act)
- Chapter 25 (Public School Library Media and Technology Act)

State Board of Education Rules:

- ADE Rules Governing Public School Student Services: Quest seeks exemption from this provision to the extent that it requires specific support services (e.g., guidance and counseling, media services, health and safety services, etc.). Quest seeks flexibility to provide those support services which it determines are integral to its unique educational program. This is especially critical given Quest's limited budgetary resources.

Standards for Accreditation of Arkansas Public Schools and School Districts:

- 16 (Support Services): Quest seeks exemption from this provision to the extent that it requires specific support services (e.g., guidance and counseling, media services, health and safety services, etc.). Quest seeks flexibility to provide those support services which it determines are integral to its unique educational program. This is especially critical given Quest's limited budgetary resources.

MISCELLANEOUS

Title 6 of the Arkansas Code Annotated:

- 6-10-106 (Uniform Dates for Beginning and End of School Year): Quest seeks exemption from this provision to the extent that it is required to permit Quest to follow the school calendar for the Little Rock School District.

- 6-11-129 (Data to be Accessible on Website): Quest seeks exemption from this provision to the extent that it requires the listed information to be identified on its website. Instead, Quest seeks to make such information available to the public as

requested in response to public information requests.

- 6-15-2302 (General Business Manager): Quest 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. Quest seeks the flexibility to hire a general business manager that is able to address the unique needs of the school's business model.

- 6-16-105 (United States Flag): Quest seeks exemption from this portion of the Education Code to the extent that it requires the erection of a flagstaff on the school grounds. Quest may be leasing its facilities. As such, it may not be permitted to erect a flagstaff on the leased property. Otherwise, Quest will seek alternative methods for prominently displaying the United States flag.

- 6-16-106 (Arkansas Flag): Quest seeks exemption from this portion of the Education Code to the extent that it requires the erection of a flagstaff on the school grounds. Quest may be leasing its facilities. As such, it may not be permitted to erect a flagstaff on the leased property. Otherwise, Quest will seek alternative methods for prominently displaying the Arkansas flag.

- 6-17-201 et seq. (Committee for Each School District): Quest seeks exemption from this provision to the extent that mandates the content, distribution, revision, and effective date of Quest personnel policies. Instead, Quest seeks the flexibility regarding the content, distribution, revision, effective date of its personnel policies.

- 6-17-908(a)(4)(B) (Teachers' Salary Fund): Quest seeks exemption from this portion of the Education Code to the extent that it requires insurance or other fringe benefits to be approved by a majority of the teachers in the school district. Instead, the provisions of insurance or other fringe benefits will be considered and provided pursuant to action by the ResponsiveEd Board.

- 6-17, Subchapter 23 (Personnel Policy Law for Classified Employees): Quest seeks exemption from this portion of the Education Code. Instead, the ResponsiveEd Board will adopt personnel policies, including, but are not limited to, the following terms and conditions of employment: salary schedule, fringe benefits, and other compensation issues; annual school calendar, including work days and holidays; evaluation procedures; leave; grievance procedures; termination or suspension; reduction in force; and assignments.

- 6-17-2802 (Teacher Excellence and Support System): Quest seeks exemption from this provision to the extent that it requires the form of teacher evaluation. Quest seeks the flexibility to evaluate its staff to ensure successful implementation of the school's unique educational program.

- Chapter 19 (Transportation): Quest seeks exemption from this portion of the Education Code to the extent that it conflicts with the transportation services described

herein.

- 6-21-117 (Leased Academic Facilities): Quest seeks exemption from this portion of the Education Code to the extent that it requires that facilities leased by Quest to conform to the school facility standards defined in the Arkansas School Facility Manual. Considering initial enrollment size, it will be difficult to financially follow through with this requirement. The applicant ensures that any and all facilities that it leases for academic purposes shall meet the requirements of all state and local health and safety codes, the Americans with Disabilities Act, and the Individuals with Disabilities Education Act.

- 6-21-304 (Manner of Making Purchases): Quest seeks exemption from this portion of the Education Code to the extent that it requires bidding in each instance in which the estimated purchase price shall equal or exceed $10,000. For purchases between $1,000 and $50,000, Quest will use either a state approved vendor or obtain a minimum of three quotes. Quest will obtain bids in each instance in which the estimated purchase price shall equal or exceed $50,000.

State Board of Education Rules:

- ADE Rules Governing Minimum Qualifications for General Business Managers: Quest seeks exemption from this provision to the extent that it requires a general business manager for a public school district to meet the minimum qualifications. Quest seeks the flexibility to hire a general business manager that is able to address the unique needs of the school's business model.

Standards for Accreditation of Arkansas Public Schools and School Districts:

- 21.0 (Auxiliary Services): Quest seeks exemption from this provision to the extent that it requires that transportation and food services be provided in a manner inconsistent with the Charter Application.

C-21: 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:

A response that meets the standard will present:

- 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.

Meets the Standard

C-22: SUSTAINABILITY OF THE PROGRAM

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

Evaluation Criteria:

A response that meets the standard will present:

- The names, experience, and qualifications of the individuals responsible for the application; and
- The plan to ensure the sustainability of the charter in the future.

Partially Meets the Standard - Meets the Standard (Based on Response)

Concerns and Additional Questions:

- Explain the actions to be taken by the founders "to ensure a seamless transition when it comes time to turn the reigns of leadership over to their successors."

Response: Established in 1998, the sponsoring entity is an established organization whose 1,200+ employees currently operate more than 65 charter schools throughout Arkansas and Texas. As such, the infrastructure and policies are in place to ensure the success of the charter school when others are placed in leadership positions.

REQUIRED ATTACHMENTS

Concerns and Additional Questions:

- Revise the Facilities Utilization Agreement to show that the terms are contingent upon approval of the charter to open by August 2014.

Response: The Facilities Utilization Agreement has been revised and attached as requested.

OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL FACILITIES UTILIZATION AGREEMENT

Lessor(Owner): Two Rahling Centre, LLC

Lessee(Tenant): Responsive Education Solutions

Any information regarding affiliation, family ties, or other relationships between the Lessor (Owner) and Lessee (Tenant) must be disclosed with the facilities lease agreement.

Describe the present use of the facility:

The building is presently vacant and was constructed about three years ago.

Address of Premises: 1815 Rahling Road, Little Rock, AR 72223

Square Footage: 22,563

Terms of Lease: Ten (10) year lease period

Rental Amount: $41,365.50/mo.;$496,386.00/yr

Contingency: The terms of this agreement are contingent upon

Responsive Education Solutions
Sponsoring Entity

receiving a charter to operate an open-enrollment public charter school approved by the authorizer by August of 20.1.!_

Statutory Language Concerning No Indebtedness:
No indebtedness of any kind incurred or created by the open-enrollment public charter school shall constitute an indebtedness of the State of Arkansas or its political subdivisions, and no indebtedness of the open-enrollment public charter school shall involve or be secured by the faith, credit, or taxing power of the state or its political subdivisions. An open-enrollment public charter school shall not incur any debt, including any lease, without the prior review and approval of the Commissioner of Education.

Lessee: Responsive Education Solutions

By: --J-L :-Dh... Date to-{7-1, ?

Lessor entre, LLC

By: (Date 10-7-13

Application

Quest Middle School of West Little Rock
Little Rock, Arkansas

RECEIVED
Arkansas Department of Education
Charter and Home School Office
Sep 03, 2013

ARKANSAS DEPARTMENT OF EDUCATION

2013 Application
Open-Enrollment Public Charter School

Deadline for Receipt of Submission: Tuesday, September 3, 2013, 4:00 p.m.
Applications will not be accepted after this time.

GREAT SEAL OF THE STATE OF ARKANSAS

Name of Proposed Charter School:

Quest Middle School of West Little Rock

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
2013 APPLICATION
OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL

A. GENERAL INFORMATION

Name of Proposed Charter School: Quest Middle School of West Little Rock ("Quest")

Grade Level(s) for the School: 6-12 Student Enrollment Cap: 490

Name of Sponsoring Entity: Responsive Education Solutions ("ResponsiveEd")

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

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

Non-profit entities without the required Internal Revenue Service documentation are not eligible to be awarded charters; therefore, any applications submitted without the proper documentation will not be reviewed.

Name of Contact Person: Chris Baumann

Address: 1301 Waters Ridge Drive City: Lewisville

ZIP: 75057 Daytime Phone Number: (972) 316-3663 FAX: (866) 396-8657

Email: cbaumann@responsiveed.com

Charter Site
Address: 1815 Rahling Road City: Little Rock

ZIP: 72223 Date of Proposed Opening: August 2014

Chief Operating Officer
of Proposed Charter (if known): Charles Cook Title: CEO/Superintendent

Address: 1301 Waters Ridge Drive City: Lewisville

ZIP: 75057 Daytime Phone Number: (972) 316-3663

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: Charles Cook	Position: CEO/Superintendent	State of Residence: TX
Name: Dr. Alan Wimberley	Position: Chief Learning Officer	State of Residence: TX
Name: Robert Davison	Position: Chief Operating Officer	State of Residence: TX
Name: James Taylor	Position: Chief Financial Officer	State of Residence: TX
Name: Patrick Tanner	Position: Chief Technology Officer	State of Residence: TX
Name: Grif Griffin	Position: Chief Comm. Officer	State of Residence: NY
Name: Chris Baumann	Position: General Counsel	State of Residence: TX
Name: Marvin Reynolds	Position: Board Member	State of Residence: OK
Name: Earl Little	Position: Board Member	State of Residence: TX
Name: Ben Klingenstein	Position: Board Member	State of Residence: TX
Name: Dan Maddalena	Position: Board Member	State of Residence: TX
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.

25,727 (Total District Enrollment)

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

Benton SD	Bryant SD	England SD
Little Rock SD	Lonoke SD	North Little Rock SD
Pulaski County Special SD		

B. EXECUTIVE SUMMARY

Provide the mission statement of the proposed school.

Applicant Response:

The mission of Quest is to provide hope for students through an innovative, encouraging, character-based, individualized learning environment, where they are academically successful and develop into lifelong learners.

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

Applicant Response:

Quest is a distinct blend of effective teacher-directed instruction and emergent technology. The curricular scope and sequence follows standard content-based learning, the assessments and measurements are congruent with high expectation environments, yet the delivery of content is a blend that transitions adolescents from dependence to independent learning in a systemic and organized fashion. The methodology places the student in a contained classroom with focused monitoring by an educator while also providing opportunity for individualized instruction through aligned curriculum and technology. This blend initiates a process that can teach students to become more responsible and make learning opportunity more accessible. Quest understands the need for the middle-school learner to move from childhood to the teenage years. Therefore, the delivery system uses a dual approach, keeping the learner anchored within a classroom setting that provides stability while simultaneously transitioning the learner into a prescribed individualized offering of some subjects centered on self-determination and decision-making. This system blends the best that the teacher can offer with the best that technology can offer and places the student at the core of the entire process.

In addition, Quest provides curriculum designed to teach wisdom. Knowledge is crucial but wisdom is a vital part of a middle school student's growth and maturity. Character education is taught at all levels. Students are taught leadership skills through our “7 Habits of Effective Teens” environment. The campus is dedicated to the idea that education, home, and family are closely connected. Though the atmosphere feels like a private school, there is no tuition to attend Quest.

Please see Section C.5. for a detailed explanation of Quest's educational program.

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

   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.

Applicant Response:

A public hearing for Quest was held at Pleasant Valley Church of Christ at 10900 Rodney Parham Road in Little Rock, Arkansas, at 6:30 p.m., on Tuesday, August 27, 2013. Please see **"Attachment 2: Public Hearing Notices"** for documentation demonstrating that the following requirements of Arkansas Code Annotated s. 6-23-302 were met: (1) 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, (2) the notice of the public hearing was not published in the classified or legal notice section of the newspaper, (3) the last publication date of the notice was no less than seven days prior to the public meeting, and (4) within seven calendar days following the first publication of the notice of the public hearing, e-mails 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.

The public hearing was attended by approximately 80 persons from the local and surrounding communities, 57 of whom added their names to our sign-in sheet. Please see **"Attachment 3: Public Hearing Documents"** for copies of the following public hearing documents: (1) agenda, (2) sign-in sheet, and (3) PowerPoint presentation.

Please see **"Attachment 4: Community Support"** for evidence of parental and community support. As required by the application guidelines, evidence of parental and community support has been limited to five pages. In addition to the evidence provided, Quest has additional petitions for review upon request, as well as letters of support from the following individuals: (1) Mr. Mark Fortune, Director of Sales & Marketing for The Gadberry Group; (2) Alanna and Gary Newton, Parents; (3) Mr. Brad Cruse, DMD, Little Rock Dentistry; (4) Ms. Amy Bell, CPP, A.F. Ph., Studio Bella Photo and Design; (5) Ms. Laura Cruse; (6) Ms. Vicky Crook, Little Rock Business Owner; (7) Mr. Randy Hatchell, Little Rock Business Owner; (8) Ms. Kay Koonce, Resident of West Little Rock; (9) Ms. Nancy Greenwood, Resident of West Little Rock; (10) Mr. James Nelson, Uncle of 5th Grader at Roberts Elementary; and (11) Ms. Virginia Nelson, Parent. Finally, the "Quest Middle School of West Little Rock Action Group" has 219 registered parents, grandparents, and guardians.

2. Describe the governing structure of the open-enrollment charter school, including board composition, selection process, and responsibilities. Also describe the role of the administrators, faculty, parents, students, and community members in the leadership and decision-making of the school. As part of your response, answer the following specific questions:

   A. Identify what individual, job position(s), or entity(s) will have final decision-making authority for the school in the areas of (1) finance and purchasing; (2) student discipline; (3) hiring and firing of staff; and (4) hiring and firing of the school director or superintendent.

   B. Specify how the final decision-maker(s) identified in response to (A)(3) will be selected or elected, including (1) length of term, (2) method of selection or election, and (3) who will have the authority to participate in the selection or election process.

   C. Explain how and to what extent the school's leadership will be accountable to parents.

Applicant Response:

GOVERNANCE STRUCTURE

The governing structure of Quest is illustrated as follows: (1) ResponsiveEd Board of Directors ("ResponsiveEd Board"), (2) Quest Board of Directors ("Quest Board"), (3) Superintendent, (4) Regional Director, (5) Campus Director, and (6) Teachers/Paraprofessionals.

ResponsiveEd Board

The ResponsiveEd Board will serve as the ultimate governing authority of Quest and shall, except as specifically described herein, retain final decision-making authority for Quest in all areas of operation, including, but not limited to: (1) finance and purchasing, and (2) hiring and termination of the Quest Superintendent. The ResponsiveEd Board shall be composed of not less than five (5) members selected by the majority vote of the existing members of the ResponsiveEd Board. Each member shall hold office for a term of three (3) years unless he/she resigns, dies, becomes incapacitated, or is removed by the ResponsiveEd Board. Each member may be reelected an unlimited number of times. Please see **"Attachment 1: Board Documentation"** for documentation of the proper legal structure of the governing board and sponsoring entity.

Quest Board

The Quest Board shall have final decision-making authority for Quest in the areas of: (1) student discipline, (2) employee grievances, (3) parent grievances, and (4) community complaints/concerns. The Quest Board shall be composed of not less than three (3) members selected by the majority vote of the members of the ResponsiveEd Board. Each member shall hold office for a term of three (3) years unless he/she resigns, dies, becomes incapacitated, or is removed by the ResponsiveEd Board. Each member may be reelected an unlimited number of times.

Superintendent

The Superintendent shall have final decision-making authority for Quest in the area of hiring and termination of the Regional Director and Campus Director and will oversee the primary financial and administrative management responsibility for Quest, including, but not limited to: (1) personnel and payroll administration; (2) professional development/training; (3) curriculum and testing; (4) contract administration; (5) accounting, budgeting, cash management, and financial reporting; (6) information management systems; (7) insurance; (8) child nutrition services; (9) marketing and recruitment; and (10) public relations activities.

Regional Director

The Regional Director will have primary responsibility for the implementation of Quest's academic programs and systems, will oversee all professional development activities, will be responsible for the educational welfare of the students, and will lead in the development of the educational goals of the community. The Regional Director will promote a shared vision of what the school should be to all stakeholders. In addition, the Regional Director will oversee the development of the culture of the school and will ensure an appropriate balance of time and energy is devoted to goals in the areas of intellectual, physical, social, vocational, emotional, ethical, and developmental needs. The Regional Director will regularly monitor implementation of the academic programs and systems with frequent on-site visits and on-site meetings with staff.

Campus Director

The Campus Director will have primary responsibility for all aspects of the school's daily operations and programs, including the day-to-day management of staff and students. The teachers and staff of Quest will report to the Campus Director. Similarly, the Campus Director will have the responsibility of hiring and termination campus staff, including teachers, campus secretary, and instructional aides.

Teachers/Paraprofessionals

Teachers/Paraprofessionals are the learning facilitators in the school who maintain direct contact with each student under their care on a day-by-day, moment-by-moment, basis. The Teachers/Paraprofessionals monitor progress, assist students in overcoming learning difficulties, provide motivation, and, in general, create an environment of loving care.

SCHOOL DECISION-MAKING

Quest believes that parents, staff, students, and community will be an integral part of the school governance. The Superintendent, Regional Director, and Campus Director, with support from the Quest Board, will develop a Community Advisory Council (“CAC”) to provide input to the Campus Director regarding the following issues: (1) general operation, (2) policy review, (3) long-range strategic plans, and (4) performance standards.

While the CAC will have no official authority in the operation or administration of Quest, it will serve as invaluable problem-solving body, assisting the Campus Director in maintaining a high-quality and appropriate learning program for the children. The CAC will seek to have two student volunteers, two volunteer parents/guardians of Quest students, two staff members, and two community leaders. The CAC will meet monthly and will provide input to the Campus Director.

In addition to the CAC, every effort will be made to make parents/guardians partners in their children's education. Such efforts will include: (1) encouraging parents/guardians to serve as school volunteers; (2) promoting and strengthening parental responsibility and involvement; (3) encouraging parents/guardians to serve on school-based committees such as the CAC; and (4) recognizing the importance of the community's historic, ethnic, linguistic, and/or cultural resources in generating interest in family involvement.

3. Give the mission statement for the proposed charter school.

Applicant Response:

The mission of Quest is to provide hope for students through an innovative, encouraging, character-based, individualized learning environment, where they are academically successful and develop into lifelong learners.

4. Describe the educational need for the school. Include the innovations that will distinguish the charter from other schools.

Applicant Response:

All students deserve a quality learning environment that allows them to engage in authentic learning tasks, beyond simply going through the act of attending school, taking notes, and taking tests. Studies have shown that this is especially true with young adolescents. Student motivation to learn is the prime factor that often determines success and progress. Regardless of a student's strengths or weaknesses, the need for an environment that creates authentic learning experiences is great. Students who enroll in Quest will have the opportunity to thrive in an educational environment designed to address their individual educational needs.

NEED

There is a profound lack of quality middle school options in the Little Rock School District ("LRSD"), especially for students in West Little Rock, based upon assessment scores focusing on percentage of students at each of the middle schools who scored proficient or advanced on the benchmark exams in Literacy and Mathematics. Please see Table 1 on **"Attachment 9: Need."**

There is a significant trend in the reduction of students scoring advanced/proficient in literacy which decreased at five of the middle schools last year. The decrease ranged from a reduction of 2% to 9% over one year's time. In Mathematics, the outcomes are even more dramatic with a significant decrease in students scoring advanced/ proficient at EVERY middle school in a range from a low of 2% decrease to a high of 8% decrease.

These decreasing academic achievement outcomes along with other factors are evidence of the need for a quality middle school option for students in West Little Rock. Some of the other factors include: (1) There is no middle school located in West Little Rock, which imposes travel requirements upon the students of the area who are to be served; (2) During the 2011-12 school year, LRSD was classified by the Arkansas Department of Education as a "Needs Improvement" district and is also classified as "Needs Improvement" in Math (The

2012-13 school year school improvement reports were not available for inclusion at this time); (3) There are significant areas of need identified in the Benchmark data and the comparisons of the data for the state and surrounding districts which is addressed under the Academic Achievement section below; (4) Even within LRSD where the students are assigned, there are no other options. Nearby, relatively higher-performing middle schools, such as Joe T. Robinson Middle School in the Pulaski County Special School District, are not an option for many students residing in West Little Rock due to the exemption restrictions of the Majority-to-Minority inter district transfer program between the Little Rock School District and the Pulaski County Special School District; and (5) The State Board of Education (SBE) has recognized the crucial need that students in LRSD's middle schools have an option (See SBE Minutes, April 9, 2012).

Quest will provide high quality educational opportunities to middle school students in school districts including Little Rock, Pulaski County, and North Little Rock.

MIDDLE SCHOOLS

Four public middle schools serve students in the West Little Rock geographic area: Forest Heights Middle School (Little Rock School District), Henderson Middle School (Little Rock School District), Joe T. Robinson Middle School (Pulaski County Special School District), and LISA Academy-West Public Charter School. While Forest Heights Middle School is not located in West Little Rock, students in West Little Rock are zoned to attend Forest Heights Middle School. The four other middle schools in the Little Rock School District (Cloverdale Middle School, Dunbar Magnet Middle School, Mabelvale Middle School, Mann Arts and Science Magnet Middle School, and Pulaski Heights Middle School) are also included in this report. As Dunbar Magnet Middle School is a magnet that pulls in students from across the district, Dunbar Magnet Middle School is also an option for West Little Rock students.

In examining the options for enrollment by students in the West Little Rock area, here is the information about the process which details why each school is not a viable option for many families: (1) Joe T. Robinson Middle School is not an option for Non-Black students who reside in the Little Rock School District due to the restrictions of the Majority-to-Majority inter district transfer program between the Little Rock School District and the Pulaski County Special School District; (2) LISA Academy-West Charter School is not an option for students who reside in the Little Rock School District due to reaching its enrollment cap resulting in its inability to accept any other students; (3) Dunbar Magnet Middle School's attendance zone does not include the western portion of Little Rock. Students from the western portion of Little Rock may apply to the Little Rock School District to attend Dunbar through an open enrollment registration process as out of zone students; and (4) Mann Arts and Science Magnet Middle School is a “Stipulation Magnet” school. The Magnet Stipulation requires that stipulation magnet schools have a student population which is fifty percent (50%) Black and fifty percent (50%) Non-Black.

DEMOGRAPHICS

Table 2 on **"Attachment 9: Need"** highlights the demographics of the middle schools, districts, and the state. Despite the proximity of the schools, the student bodies of the four main schools that serve West Little Rock are dissimilar. Henderson Middle School (LRSD) and Forest Heights Middle School (LRSD) serve higher percentages of free-and-reduced lunch students and minority students (above district and state averages). Joe T. Robinson Middle School (PCSSD) serves a slightly fewer percentage of FRL students and minority students than the PCSSD average.

Table 3 below highlights the demographics of Little Rock, Pulaski County, and the state. The three districts in Pulaski County serve a higher percentage of minority students than the minority percentage of the county's population. Specific data for West Little Rock is not accessible, as this area is incorporated in the Little Rock city limits and the Pulaski County limits.

ACADEMIC ACHIEVEMENT

Tables 4 and 5 on **"Attachment 9: Need"** highlight the achievement over time of the middle schools, the districts, and the state. Henderson Middle School (LRSD) and Forest Heights Middle School (LRSD) are two of the lower performing middle schools in the Little Rock School District, as both schools performed less well in math and literacy over time than the surrounding West Little Rock schools, districts, and state. Joe T. Robinson

Middle School (PCSSD) performed slightly above district average for middle schools in PCSSD and slightly below the state average.

SIMILAR SCHOOLS

Tables 6-9 on **"Attachment 9: Need"** compare the three main West Little Rock schools (Forest Heights Middle School, Henderson Middle School, and Pulaski County's Joe T. Robinson Middle School) to similar schools. Similar schools were chosen based on the percentage of free-and-reduced lunch students (FRL) and percentage of minority students.

Tables 6 and 7 on **"Attachment 9: Need"** show Forest Heights Middle School and Henderson Middle School performance compared to similar schools. In math, both schools performed less well than similar schools over time. In literacy, Forest Heights Middle School performance grew at a similar pace to other similar schools, while Henderson Middle School performed less well and grew slower than similar schools.

Tables 8 and 9 on **"Attachment 9: Need"** show Joe T. Robinson Middle School performance compared to similar schools. In math, Robinson Middle School performed slightly higher than other Pulaski County middle schools, but performed less well in math than similar schools in other districts. In literacy, Joe T. Robinson Middle School performed less well than similar schools.

INNOVATIONS

Quest is being designed around a highly successful educational model and will provide an individualized approach to learning for its students. This approach will assist in quickly addressing any academic deficits that students enrolling might have. The individualization also allows students who are academically successful, to have their educational needs addressed through the Quest “3D Learning System” which includes: (1) Diagnostics utilized to identify accurately, the placement and plan for each student's learning path; (2) Delivery of learning, and (3) Data which tracks progress on each student's educational journey. Past and present success proves that the ResponsiveEd models are effective for **all** students, regardless of nationality or socioeconomic status.

All learning at Quest will be student-centric, focused primarily on the need of each particular student. The role of the school is to increase capacity based on a focus on the student's unique learning style. Learners aware of their strengths know how to plan their learning in order to increase their potential. This capacity for learning provides a foundation for lifelong success. This innovative, individualized approach is currently one of the basic requirements for the U. S. Department of Education's District Race to the Top competition. Quest schools have a successful approach that results in a learning environment where students find hope and success.

5. Describe the educational program to be offered by the charter school.

Applicant Response:

OVERVIEW

The Quest educational model is directly aligned to the school's mission to provide hope for students through an innovative, encouraging, character-based, individualized learning environment, where they are academically successful and develop into lifelong learners.

Quest is a distinct blend of effective teacher-directed instruction and emergent technology. The curricular scope and sequence follows standard content-based learning, the assessments and measurements are congruent with high expectation environments, yet the delivery of content is a blend that transitions adolescents from dependence to independent learning in a systemic and organized fashion. The methodology places the student in a contained classroom with focused monitoring by an educator while also providing opportunity for individualized instruction through aligned curriculum and technology. This blend initiates a process that can teach students to become more responsible and make learning opportunity more accessible. Quest understands the need for the middle-school learner to move from childhood to the teenage years. Therefore, the delivery system uses a dual approach, keeping the learner anchored within a classroom setting that provides stability while simultaneously transitioning the learner into a prescribed individualized offering of some subjects centered on self-determination and decision-making. This system blends the best that the teacher can offer with the best that technology can offer and places the student at the core of the entire process.

INNOVATIVE AND INDIVIDUALIZED

Quest will be “student-centric,” making the learning process of the student the primary centerpiece of the system. The focus of Quest, from the first day students walk through the door, is differentiation (i.e., individualization). Each student comes to Quest unique. Learning styles, strengths and weaknesses, and personal skill sets are all part of each student. Recognizing these differences, and creating differentiated approaches for each, is the heart of the Quest learning system.

The unique quality of Quest is its distinct focus on the learning process rather than the teaching process. Quest accomplishes this through the Quest “3D Learning System”: (1) Diagnostics (i.e., an effective battery of tests utilized to accurately place and plan a student's academic journey); (2) Delivery (i.e., the process of transferring or replicating information); and (3) Data (i.e., the process of gathering, assessing and charting the journey according to results).

Diagnostics

If education focuses on the “teaching” process, there is no need to measure or evaluate learning. In order to provide effective academic progress, educators must focus on the “learning” process. Many educators ask themselves at the end of the day, “Did I teach everything I should have taught?” This is the wrong question. The appropriate question is, “Did my students learn everything they should have learned?” The first step in a system designed on the learning experience is diagnostics. No student should enter a potential learning environment without a research-based diagnostic process. Without this process, two crucial elements of an effective experience are lost: (1) proper placement of the student in the environment, and (2) a learning plan based on the student's specific needs, strengths, and learning styles.

In most situations, diagnostics only appear in the form of reviewing a student's records (e.g. report cards, transcripts, etc.). While showing evidence of the academic “location” (e.g., tenth grade, number of credits, etc.), a cursory review of records is not an effective diagnostic. Students are placed without assessing true content knowledge. Learning styles, academic needs, and cognitive strengths are never measured. This lack of attention to the individual child can be indicative of a standardized system of education that ignores differentiation. An effective battery of diagnostic tests must be utilized before the student's placement and plan are determined. Consequently, Quest addresses the following diagnostic testing concerns through the use of an effective battery of diagnostic tests: (1) Grade Equivalency, (2) Credit or Grade Achievement, (3) Literacy Usage and Content, (4) Math Competency, and (5) Learning Style Inventories.

In so doing, the Quest diagnostics process takes a student from enrollment through the implementation of a successful learning plan.

Delivery

The process of transferring or replicating information is known as “delivery.” There are many means by which a student may receive information. Many times, educators depend on one style of delivery. This practice can seriously hinder the learning process because of the diverse differentiated learning styles of the students in a classroom. Therefore, it is important to have a blend of delivery choices when addressing the individual learning for each student.

Just as there are styles of learning, there are also styles (types) of instructing or teaching students. Quest teachers will be trained to be aware of the following differentiated styles of instruction, know how to use each one, and use each of the types when developing a student's learning plan, teaching a classroom of students, or supervising the learning process: (1) Direct Instruction: a style of instruction that relies primarily on the ability of the educator to verbalize content and transfer information; (2) Independent Instruction: a style of instruction allowing students to learn content independently, with assistance provided by the educator when necessary; and (3) Connected Instruction: a style of instruction centered on a project-based environment.

While the distribution will vary slightly according to the needs of the individual student, Quest will implement the following differentiated styles of instruction: (1) Direct Instruction: 50%, (2) Independent: 25%, and (3) Connected Instruction: 25%.

Based on this delivery method, the student's work environment will demonstrate the following characteristics: (1) students will be exposed to direct instruction for reading and mathematics; (2) learning labs will be utilized for independent instruction in social studies and science; (3) students will be involved in state testing preparation; (4) student will be involved in project-based “learning-style specific” learning experiences in social studies and science based on the content covered in the learning lab; and (5) students' learning styles are diagnosed and integrated by educators.

Data

Quest will implement data-driven decision making, three primary features of which are: (1) data will always focus on results rather than intentions; (2) data will always focus on relevance of information, and (3) data will always focus on redirection as necessary.

The heart of effective instruction is the monitoring of instruction. If success is to be a systemic foundation for an educational institution, the process of gathering and using data must be a required component of the school. Data that drives decisions has some distinctive characteristics that set it apart from diagnostics.

<u>Gathering Data</u>

The process of gathering data is a purposeful and intentional system of bringing together results for review. This is done for individual students as well as school.

Benchmarks, based on learned and projected content, will be used to mark student's current knowledge and set goals for learning achievement. Interim assessments, sometimes given before content is delivered, will set a baseline of knowledge that students already possess and inform educators of content needs that students have in subjects and disciplines. Knowing what should be taught and learned is important. Summative assessments give a summary profile of learned content. If students have not learned what they should have learned, it is vital that educator know this. The focus of a learning organization is learning. Interim and summative assessments provide an intentional purpose for data.

Gathered data that drives decisions must be relevant. In order to focus on learning, educators must know the body of content necessary for success. State-mandated testing is a reality. When gathering data for academic decisions, students should be assessed on content that is relative to the requirements of testing realities.

Benchmarking, as well as any assessments, will be timely and planned. Many times, caught up in the consistent demands of working with children, educators delay benchmarking until it becomes urgent and counterproductive. Gathering data will be a system that is built into the school calendar.

Assessment of Data

Gathering data is only the first step in decision making. Once the data has been gathered, Quest will use the data to formulate learning plans and school activities. A careful review (assessment) of a student's performance can inform educators as to the steps needed for improvement and success.

Often data is nothing more than an assessment of learning. This slicing of data is similar to a medical autopsy to make determinations as to what happened. This type of assessment is a picture that is taken after it's too late to do something to prevent or affect outcomes.

The most effective assessment is used to make decisions for learning. This slicing of data is similar to a biopsy. The data is reviewed in order to see if there are problems and make decisions that can address those problems. The process of data gathering and assessment should always be done to affect learning.

Creating Change

All data should create change. If educators seriously focus on improvement and success, data must be gathered, used, and valued. School decisions will always be directly linked back to data and plans should always be aligned for improvement. It is true that data can be manipulated and modified to support structures already in place. Measuring irrelevant components, slicing the data in methods that give insignificant results, and articulating skewed data can lead to false and misleading information. True assessment of data that measures current realities provides honest and clear information that creates change that leads to improvement. The single most important characteristic of learning is improvement. Education demands improvement.

Interventions

If we are truly involved with individual progress, monitoring, and success, there must be interventions embedded in the daily life of the school. School academic operations will include a set strategy of increasingly intensive steps to take when a student is not learning or progressing at an effective pace. This involves scheduled team meetings, assessments, and strategies.

ENCOURAGING

Many students have experienced cognitive segregation, which becomes the leading factor in students who develop learned helplessness. This damaging perception of life is a process that systemically teaches people to see themselves as helpless to improve their condition. Systems focusing on teaching create cognitive segregation. Students who have been disenfranchised by this segregation find themselves outside of the access reserved for those students who “get it.” For that reason, Quest provides students with an encouraging learning environment. This environment is created by teachers who are learners who create a climate for effective instruction.

Learners

At Quest, teaching is brought up to a new level. Rather than conform to a minimum conventional standard of merely transferring content knowledge, Quest teachers are continually learning. Quest utilizes the dimensions of “Professional Learning Communities” to develop the whole-school concept of school culture. These Professional Learning Community dimensions include: (1) supportive and shared leadership, (2) shared values and vision, (3) collective learning and application of learning, (4) supportive conditions, and (5) shared personal practice.

Teachers collaborate consistently to share ideas, monitor each student, and create strategies designed to ensure students learn. Using these dimensions, Quest is focused on the learning process rather than the teaching process.

Climate

At Quest, the foundation of character development is more than an isolated curricular subject. Quest utilizes the "Quality Attention Models" to manage student interactions and bring students to a higher level of behavior. These essential skills for educators include: (1) practicing quality choices; (2) knowing each student; (3) shepherding students; (4) blending professional and personal interactions; (5) providing honest, valuable, and significant feedback; (6) practicing the art of praising students; (7) training and teaching positive habits and characteristics; and (8) doing the "extra" to encourage students.

VIABILITY

Since its inception, the Quest model has been consistently rated "Exemplary" by the Texas Education Agency, the highest rating possible under the Texas accountability system. This proven track record of superior academic excellence is a strong indicator of future viability in West Little Rock.

SCHOOL DAY AND YEAR

In an effort to be responsive to the community and sensitive to the needs of our parents, Quest will follow the school calendar of the Little Rock School District. Parents often have other school age children attending other schools; however, parents will support a school calendar that considers all of their children concerning beginning and ending of school days, reporting periods, and vacation days. Therefore, the school honors the open-enrollment policy and will follow district calendars, as well as the state requirement of a minimum of 178 student-teacher interactional days. Reporting periods are defined with beginning and ending dates and recognize traditional holidays such as Labor Day, Thanksgiving, Christmas, Spring Break, and Memorial Day. Schools days customarily begin at 7:45 am to 4:30 pm for staff members with a duty free lunch period of 30 minutes. Student schedules for the day will include, at a minimum, the required six hours of instructional time. Please see **"Attachment 5: 2014-2015 Calendar and Daily Schedule"** for a description of the length of the Quest school day and school year.

6. List the specific measurable goals in reading, reading comprehension, mathematics, and mathematic reasoning 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.

Applicant Response:

READING AND READING COMPREHENSION

Quest will achieve measurable growth for students in reading and reading comprehension as demonstrated by student performance on benchmarks, end-of-course exams, and mandated state assessments. In Reading, specific subpopulation performance will be analyzed documenting a narrowing of the performance gaps across 80% of state assessments over a three year time period.

MATHEMATICS AND MATHEMATIC REASONING

Quest will achieve measurable growth for students in Mathematics and mathematic reasoning as demonstrated by student performance on benchmarks, end-of-course exams, and mandated state assessments. In Mathematics, specific subpopulation performance will be analyzed documenting a narrowing of the performance gaps across 80% of state assessments over a three year time period.

7. Describe the process that will be used to develop and align the curriculum 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:

Having already been approved by the Arkansas State Board of Education to operate three open-enrollment charter schools--including Quest Middle School of Pine Bluff--ResponsiveEd's team of 30+ writers, editors, proofreaders, and graphic artists have already aligned the curriculum with the Arkansas Curriculum Frameworks in content areas excluding English Language Arts and Mathematics and the curriculum requirements of the Common Core State Standards in English Language Arts and Mathematics as adopted 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:

Quest will seek a waiver for the requirement of a guidance program and on-campus certified counselor. The Campus Director and teachers will be equipped to give students advice regarding higher education options, life after high school, etc. Similarly, Quest staff will be informed that they will be responsible to handle issues generally given to a campus counselor. Should the need for a campus counselor be deemed necessary, Quest will seek an outside consultant on a contractual basis to handle counseling duties.

B) Health services;

Applicant Response:

Quest will offer a health services program that will serve all students and provide immediate attention involving minor sicknesses or injuries, and aid in creation of campus health and safety regulations.

C) Media center;

Applicant Response:

Quest will seek a waiver for the requirement of a media center. Quest will provide on-site and online media to support and enhance its educational program.

D) Special education;

Applicant Response:

IDENTIFICATION OF STUDENTS WITH SPECIAL EDUCATION NEEDS

In accordance with 34 CFR 300.301-300.311, the referral of students for a full and individual initial evaluation for possible special education services is a component of the Quest overall general education Response to Intervention system. Prior to referral, students experiencing difficulty in the general classroom are considered for all support services available to all students, such as tutorial, remedial, compensatory, and other services. If the student continues to experience difficulty in the general classroom after the provision of interventions, school personnel documents the provision of interventions and refer the student for a full and individual initial evaluation.

Quest will ensure that a full and individual evaluation is conducted for each student being considered for special education and related services. The evaluation is completed before the initial provision of special education and related services and addresses if the student is a “student with a disability” in accordance with federal and state requirements and the educational needs of the student.

Based on the requirements of 34 CFR 300.323**,** Quest shall have an IEP in effect for each identified student with a disability. Quest will ensure that the IEP is in effect before special education and related services are provided to an eligible child and that the IEP is implemented as soon as possible following the IEP committee meeting.

For a student who is new to Quest, a Transfer IEP committee will meet prior to or upon the student's enrollment. In this case, the parents must verify that the student was receiving special education services in the previous school district or the previous school district must verify in writing or by telephone that the student was receiving special education services. A second IEP committee meeting must be held within 30 school days from the date of the first IEP committee meeting to finalize or develop an IEP based on current information.

INSTRUCTIONAL PROGRAMS, PRACTICES, AND STRATEGIES

Inclusion, differentiated instruction and interactive technology strategies will be implemented for students identified with disabilities. Differentiated instruction applies an approach to teaching and learning that gives

students multiple options for taking in information and making sense of ideas. It is a teaching theory based on the premise that instructional approaches should vary and be adapted in relation to individual and diverse students in classrooms (Tomlinson, 2001). The model of differentiated instruction requires teachers to be flexible in their approach to teaching and adjust the curriculum and presentation of information to learners rather than expecting students to modify themselves for the curriculum. This can be done for the special needs learner with and without technology. Differentiated instruction lends itself to the inclusion of all students into the general education classroom, allowing teachers to meet students where they are in terms of academia. Technology is also important as it allows us to engage in real-life learning opportunities and offers the opportunity to teach in multiple learning modalities.

Quest will assure that students with disabilities are educated with non-disabled students to the maximum extent appropriate to meet the student's individual education program and overall educational needs (34CFR §300.114 - 300.116). In providing programs, services, and activities for students with disabilities, Quest shall first consider the least restrictive environment of the general education program. Special classes, separate schooling, or other removal of students with disabilities from the general education environment, occurs only when the nature and severity of the disability is such that education in general classes, with the use of supplementary aids and services, cannot be achieved satisfactorily.

Quest will provide a FAPE for students with disabilities in order to meet the need for special education and related services (34 CFR 300.115). This includes a variety of placements and makes provision for supplementary services to be provided in conjunction with general education classroom placement.

Students with disabilities will have available to them the variety of educational programs and services available to students without disabilities, accessible facilities, and the same instructional regular school day as is provided all other students. In addition, Quest will ensure that each child with a disability participates with non-disabled students in non-academic and extra-curricular services and activities, including meals, recess periods, and the services and activities set forth in 34 CFR 300.320.

E) Transportation;

Applicant Response:

Quest has budgeted a significant amount of funds each year to implement a transportation program designed to ensure that all eligible central Little Rock students who wish to attend Quest may do so.

F) Alternative education, including Alternative Learning Environments;

Applicant Response:

While Quest will seek a waiver for Alternative Learning Environments, Quest will have high expectations for behavior and academics. Quest embodies key practices described in the Exemplary Practices in Alternative Education: Indicators of Quality Programming. A couple of areas stand out as promoting success in serving all students. These areas are Program Evaluation (see Standard 7) and Professional Development to improve teaching and learning at an atypical school. Quest offers innovative, non-typical, approaches to the instruction, leading students to become lifetime learners.

G) English Language Learner (ELL) instruction

Applicant Response:

ELL STUDENT IDENTIFICATION PROCESS

Quest will utilize the following process to identify ELL students: (1) All students enrolling in Quest must submit a Home Language Survey as part of the registration packet; (2) If a student declares a language other than English on the survey, they become known as OTE (other than English) or potential ELL students; (3) The identification process includes an oral proficiency assessment (our district selects the Idea Proficiency Test) and a written proficiency assessment (our district selects the norm-referenced Stanford 10 to assess Total Reading and Total Language); (4) The students must master all three of these assessments to be classified as Non LEP;

(5) If, however, the students score anything below F (fluent) such as an A, B, C, D, E on the IPT, the students will automatically be classified as ELL or LEP; (6) The identification is not complete, however, until the Stanford 10 has been administered and the scores for Total Reading and Total Language are available; (7) Once the oral and written assessments are complete, the Language Proficiency Assessment Committee (LPAC) convenes to officially classify all of the students who have been assessed; (8) The district database template entitled "LEP Roster Report" is used to document all ELL activity beginning with enrollment date, assessment date, assessment score(s), parent notification date, LPAC date, and final classification; and (9) The LEP Roster Report is maintained on each PHS campus throughout the school year and is submitted to the District ESL Coordinator on a monthly-basis.

Following the identification process, the campus ESL teacher is responsible for providing ESL program services to all ELL/LEP-identified students using individualized ESL learning strategies on a regular basis.

INSTRUCTIONAL PROGRAMS, PRACTICES, AND STRATEGIES

Quest will utilize the following strategies to deliver effective ELL services: (1) Quest student computers will be imaged with English Discoveries (an ESL computerized program for ELL students); and (2) Cognitive Academic Language Learning Approach (CALLA) Learning Strategies are employed by Lead Teachers as an approach to teaching the cognitive academic language to our ELL students.

These programs/strategies are intended to be enhancements/enrichments for our ELL students to the core academic state requirements which are provided on a daily basis by our ESL-certified staff.

PROGRESS MONITORING

All tracking of currently enrolled ELL students is done via the LPAC, a group comprised of, at minimum, a parent of an ELL student at the campus and an ESL staff member. In addition, the committee may include campus administration. The committee does an End of Year Annual Review to determine whether or not the ELL students will be exited from or continue in the ESL program. The exit criteria is determined by state requirements and include, but are not limited to, the students' mastery of state required assessments and a subjective evaluation by the Lead Teacher certifying that the ELL student will be successful in an all English curriculum.

QUALIFIED ELL STAFFING

In addition to the HQ NCLB requirements, all campus ESL teachers are required to be ESL-certified. In addition, ESL teachers are required to complete the Sheltered Instruction model training via SIOP to be eligible to work with our ELL students.

H) Gifted and Talented Program.

Applicant Response:

A waiver will be sought for the inclusion of a gifted and talented program at Quest. Upon program assessment, if the need for such a program is determined, then Quest will attempt to align with a local distinguished college or university in order to offer students the opportunity to take dual-enrollment classes. Students will have an opportunity for dual credit enrollment in their senior year. Quest will offer pre-advanced placement and eventually advanced placement classes in subsequent years.

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:

Quest will be located within the city limits of Little Rock, Arkansas, in Pulaski County, and will be located within the boundaries of the Little Rock School District. Quest's use of a classical based curriculum will ensure students a solid foundation of content learning. It is expected that up to 220 students in grades six through eight in year one and up to 460 students in grades six through twelve within five (5) years, will come from Little Rock School District, North Little Rock School District, Pulaski County Special School District, Benton School District, Bryant School District, England School District, and Lonoke School District. According to the 2012-2013 enrollment information housed on the Department of Education Data Center's website, the Little Rock School District contained 23,594 students; the North Little Rock School District contained 8,610 students; and the Pulaski County Special School District contained 17,245 students. According to the 2012-2013 enrollment information housed on the Department of Education Data Center's website, the Benton School District contained 4,768 students; the Bryant School District contained 8,620 students; the England School District contained 721 students; and the Lonoke School District contained 1,838 students. In year one, approximately 140 students are anticipated to come from the Little Rock School District, approximately 50 from the North Little Rock School District, approximately 20 from the Pulaski County Special School District, and approximately 10 students from the other listed school districts combined.

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:

Quest will draft and disseminate an 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.

With feedback received by parents and the community, Quest will annually develop a comprehensive progress report which includes updated data regarding student performance, program objectives, and accreditation standards. A School Improvement Plan will also be created annually in order to project further campus needs, as well as a clear plan to correct any known program deficiencies. All reports will be written based on ADE regulations and guidelines. Further, a yearly curriculum review will occur in order to determine its continued alignment with state standards.

Annual reports will be submitted for review to the ADE, as well as posted in the Arkansas Democrat Gazette (or any other newspaper with general circulation in the district) before November 15th. Data will also be made readily available to the general community via the Quest campus website. Printed copies of the reports will be available for review at Quest.

Quest will host an annual public gathering in order to provide further information regarding the academic program, as well as campus policies and goals, for parents, students, and any further stakeholders. This meeting will also serve as a way for interested parties, to share with the staff of Quest, their questions and suggestions regarding the program, campus, and annual report data. Such a meeting will be held in compliance with any and all ADE regulations for disseminating annual report information.

11. Describe the enrollment criteria and student admission, recruitment and selection processes for the proposed public charter school.

Applicant Response:

STUDENT RECRUITMENT PLANS

When Quest is introduced into a new community, ResponsiveEd launches a professional, systematic, research-based, and dynamic public awareness campaign to provide equal opportunity for all parents and students to learn about and apply to the school. The campaign utilizes a blend of marketing, advertising, public relations, and community engagement to generate awareness of, and interest in, the school. The responsibilities for this process are split between ResponsiveEd's central administrative marketing staff and regional and campus leadership on the ground in the community.

The public awareness campaign involves the use of a variety of high quality, well-designed, publicity materials. These resources include, but are not limited to: brochures, website, newspaper advertisements, press releases, radio advertisements, flyers, postcards, and direct mail.

In the months leading up to the first year of operation, ResponsiveEd conducts the public awareness campaign, garnering public interest and support of the school utilizing: (1) a combination of the aforementioned publicity materials, and (2) hosting multiple public “Open House” meetings.

The intended and historically realized goals of such campaigns have been two-fold: (1) support for the school by community leaders, and (2) student enrollment.

ADMISSIONS AND ENROLLMENT PROCESS

Overview: Admission and enrollment of students shall be open to any person who is eligible for admission based on lawful criteria identified in the school's charter; e.g., qualifying residency and disciplinary history. The total number of students enrolled in the school shall not exceed the number of students approved in the school's charter or subsequent amendments. Applications for admission shall be due by a reasonable deadline to be set each year by the school --i.e., the close of the “open-enrollment period.”

Lottery: If the number of eligible applicants does not exceed the number of vacancies, then all eligible applicants who have timely applied during the open-enrollment period will be offered admission. If there are more eligible applicants than available spaces in a class/grade/school, then a lottery will be conducted at a time set by the school each year. A name (or number assigned to a name) will be drawn for each vacancy that exists, and each applicant whose name (or number) is drawn will be offered admission. The remaining names will then be drawn and placed on a waiting list in the order in which they were drawn.

If a vacancy arises, the individual on the waiting list with the lowest number assignment will be offered admission and then removed from the waiting list. If an application is received after the open-enrollment period has passed, the applicant's name will be added to the waiting list behind the names of the eligible applicants who timely applied.

Exceptions: Federal guidelines permit the school to exempt from the lottery process students who are already admitted under the charter, siblings of students already admitted under the charter, and children of the charter's founders, teachers, and staff.

Disciplinary History: The school shall exclude a student from admission who has been expelled from another public school district in accordance with Title 6 of the Arkansas Education Code.

Non-Discrimination: It is the policy of the school to prohibit discrimination in student admission on the basis of gender, national origin, race, ethnicity, religion, disability, or athletic eligibility.

Check which of the following enrollment preferences, as permissable in Arkansas Code Annotated §6-23-306(14)(C), would be allowed at the charter school.

- [x] Children of founding members of the charter school
- [x] 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).

- [x] Yes
- [ ] No

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:

Not applicable. It is not believed that the use of a weighted lottery is required by federal court or administrative order.

12. 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:

BOARD

See Section C.2. above.

SUPERINTENDENT (0.0 FTE)

See Section C.2. above.

REGIONAL DIRECTOR (0.25 FTE / $80K-$95K)

Job Description

See Section C.2. above.

Professional Qualifications

Master's Degree from an accredited educational institution preferred. Certification in Educational Leadership, School Principal, or Professional School preferred.

5+ years of experience in the following areas: (1) supervising a staff of 10 or more, (2) managing budgets, (3) vendor management, and (4) leadership of curriculum and instruction preferred.

Specific skill-based competencies required to satisfactorily perform the functions of this job include: using pertinent software applications; planning and managing projects; preparing and maintaining accurate records; and applying assessment instruments.

Specific knowledge-based competencies required to satisfactorily perform the functions of the job include: keyboarding; pertinent codes, policies, regulations and/or laws; and supervisory experience.

Ability is required to schedule a number of activities, meetings, and/or events; routinely gather, collate, and/or classify data; and use job-related equipment. Flexibility is required to independently work with others in a wide variety of circumstances; analyze data utilizing defined but different processes; and operate equipment using a variety of standardized methods. Ability is also required to work with a diversity of individuals and/or groups; work with data of varied types and/or purposes; and utilize job-related equipment. Problem solving is required to analyze issues and create action plans. Problem solving with data frequently requires independent interpretation of guidelines; and problem solving with equipment is moderate. Specific ability-based competencies required to satisfactorily perform the functions of the job include: adapting to changing work priorities; communicating with diverse groups; establishing effective relationships; maintaining confidentiality; meeting deadlines and schedules; setting priorities; working as part of a team; working with detailed information/data; and working with frequent interruptions.

CAMPUS DIRECTOR (1.0 FTE / $60K - $70K)

Job Description

See Section C.2. above.

Professional Qualifications

Bachelor's degree from a four-year accredited College or University, Master's degree preferred. Current Arkansas Standard Teaching License with four years teaching experience preferred. Accredited College or University's graduate degree or program of study that is reflective of the Current Arkansas Leadership Standards for School Leaders for Principal preferred. Successful completion of the Administrator Licensure Completion Plan (ALCP) for Building Level Administrator preferred.

5+ years of experience in the following areas: (1) supervising a staff of 5 or more, (2) managing budgets, and (3) vendor management preferred.

Must have advance knowledge of federal and state education laws. Must be computer literate. Must have strong organizational, time management, communication, and interpersonal skills. Must be able to learn teaching curriculum software programs and instruct others on the utilization. Must have the ability to understand the individual needs of each student and train others on the development of Individual Education Plans (IEPs). Must have a clear understanding of goal setting for students and the individualized approach. Must have the ability to develop and maintain effective working relationships with students, their parents, teachers, the community, peers, administrative staff, superintendent, and corporate staff. Must have the ability to communicate with all levels of students, their parents, teachers, the community, peers, administrative staff, superintendent, and corporate staff. Must have the ability to interpret policy, procedures, and student data such as diagnostic test results, state assessments scoring, transcripts, and grade point average. Three to five years of experience teaching at a Middle School level is preferred. Three to five years of experience as an administrator for a Middle School is preferred. Three to five years of experience developing and managing budgets for a Middle School is preferred. Three to five years of experience managing a Middle School that was Acceptable or Higher is preferred.

TEACHERS (12.12 - 15.26 FTE / $40K - $50K)

Job Description

See Section C.2. above.

Professional Qualifications

Must be “No Child Left Behind” (NCLB) Highly-Qualified (HQ) with a minimum of a Bachelor's degree (B.A. or B.S.) from a four-year accredited College or University. Must demonstrate content knowledge in the subject area(s).

Teaching experience in a Public or Private School is preferred.

Must have basic knowledge of federal and state education laws. Must be computer literate. Must have strong organizational, time management, communication, and interpersonal skills. Must be able to learn and implement teaching curriculum software programs and instruct students on utilization. Must have the ability to understand the individual needs of each student and develop Individual Education Plans (IEPs). Must have a clear understanding of goal setting for students and the individualized approach. Must have the ability to communicate with all levels of students, their parents, the community, peers, administrative staff, Campus Directors, superintendent, and corporate staff. Must have the ability to interpret policy, procedures, and student data such as diagnostic test results, state assessments scoring, transcripts, and grade point average. Must have excellent verbal and written communication skills.

SPECIAL EDUCATION TEACHER (1.05 - 1.36 FTE / $40K - $50K)

Special Education teacher ensures that the school's special education (SPED) program provides necessary services for students with disabilities. The teacher will work with parents, general education teachers, and administrators to develop and implement individualized education plans to meet the needs of students with disabilities. The teacher will ensure compliance with all federal, state, and district SPED requirements.

Must have a Current Arkansas Standard Teaching License in Special Education (SPED). Must be “No Child Left Behind” (NCLB) Highly Qualified (HQ) with a minimum of a Bachelor's degree from a four-year accredited

College or University. Must demonstrate content knowledge in the subject area(s).

Must meet NCLB Highly-Qualified requirements. Teaching experience in a Public or Private School is preferred.

Same as teachers. Advanced knowledge of and compliance with federal and state special education law. Working knowledge of and compliance with individualized services for students with disabilities. Working knowledge of and compliance with the Admission, Review, and Dismissal (ARD) Committee process. Knowledge of the development and implementation of the Individual Education Plan (IEP) process. Knowledge of and compliance with the Transition process. Strong computer skills to implement multiple and diverse programs. Must be able to learn and implement teaching curriculum software programs and instruct students on utilization. Must have the ability to communicate with all levels of students with disabilities, their parents, the community, peers, administrative staff, Campus Directors, superintendent, and corporate staff. Must have the ability to interpret policy, procedures, and student data such as diagnostic test results, state assessments scoring, transcripts, and grade point average.

INSTRUCTIONAL AIDE (2.09 - 2.61 FTE / $15K - $18K)

An instructional aide will assist the teacher with monitoring the learning center and facilitating student learning progress.

Associate's degree or equivalent from an accredited College or University preferred. Six months to one year related experience or training preferred. Teacher's Certificate recommended but not required.

ADMINISTRATIVE ASSISTANT/CAMPUS SECRETARY (1.0 FTE / $25K - $35K)

The campus administrative assistant will assist the Campus Director with daily operations and procedures, supervise all enrollment, APSCN, and attendance issues, and step in administratively when necessary or when principal is out.

One-year certificate from college or technical school; or two years of related experience and/or training; or equivalent combination of education and experience is required.

Must have 2+ years of experience in working within an office environment.

STAFFING PLAN

Please see **"Attachment 6: 2014-2015 and 2015-2016 Salary Schedule and Budget Template"** for a staffing plan that clearly outlines both the types and numbers of positions to be filled at Quest and the salary scales for such positions.

13. Explain how the school will conduct its business office. Tell about business office personnel and describe the process by which the school governance will adopt an annual budget.

Applicant Response:

ACCOUNTING

Quest shall comply fully with the following: (1) generally accepted accounting principles (GAAP); (2) the Financial Accountability System Resource Guide; and (3) the federal standards for financial management systems, 34 Code of Federal Regulations §80.20, and/or other applicable federal standards. Accounting data will be maintained through the Arkansas Public School Computer Network (APSCN) as required.

FISCAL YEAR

Quest shall operate on a fiscal year beginning July 1 and ending June 30.

PROCUREMENT

The school will adopt a procurement process which complies with Arkansas state law. The applicant shall procure only those items and services which are required to perform the mission and/or fill a bona fide need. Procurements shall be made using best value contracting which includes assessing the best value considering quality, performance, and price. The applicant shall use an open market procurement process, which requires sound business reasons for purchases less than $50,000. Quest 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 Quest supplier relationships.

PERSONNEL

Business duties will be overseen by ResponsiveEd's CFO, Mr. James Taylor. Mr. Taylor has served as ResponsiveEd's CFO for the past three years, overseeing the financial management of the organization and its 60+ open-enrollment charter schools in Texas and Arkansas.

BUDGETS

The budget shall be developed prior to June 20, approved by the ResponsiveEd Board by June 30, and submitted to the Arkansas Department of Education by September 1. The budget shall be used to monitor and evaluate the financial status of the school throughout the fiscal year. Financial statements displaying budget vs. actual results shall be prepared by the Superintendent and presented to the ResponsiveEd Board at each board meeting. The budget provides authority to expend funds for the purposes indicated and in accordance with state law, board policy, and the school's approved purchasing procedures. The expenditure of funds shall be under the direction of the Superintendent who shall ensure that funds are expended in accordance with the adopted budget. The budget shall be amended when a change is made increasing any one of the functional spending categories by the greater of $1,000 or 10%.

Please see **"Attachment 6: 2014-2015 and 2015-2016 Salary Schedule and Budget Template"** for: (1) 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, and (2) a budget that includes costs for all personnel, programs, and expenses described in other sections of this application.

14. 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:

The ResponsiveEd Board shall arrange for a qualified certified public accountant licensed by the Arkansas State Board of Public Accountancy and registered as a provider of public accounting services to conduct an audit of Quest's financial statements in accordance with Government Auditing Standards and the Office of Management and Budget Circular A-133 or its successor.

The ResponsiveEd Board shall review the scope and results of the audit. The ResponsiveEd Board also shall receive notice of any consequential irregularities and management letter comments that the auditor noted during the engagement. Additionally, the ResponsiveEd Board shall develop a corrective action plan to address all relevant weaknesses noted by the auditor. The applicant requests to the State Department of Education the ability to use a CPA, instead of the Division of Legislative Audit, to perform the first year financial audit. Upon approval of the ADE, the applicant intends to use the following CPA to perform the first year financial audit: J. Mason Andres, Thomas & Thomas, LLP, 201 East Markham, Suite 500, Little Rock, AR 72201, 903.831.3477.

Thomas & Thomas, LLP / J. Mason Andres meet the requirements of Act 993 of 2011 and are not listed on any ineligibility list maintained by ADE or the Division of Legislative Audit. Quest will continue with the following practices to ensure programmatic quality: (1) continuous in-house academic program review; (2) immediate action as issues related to campus programs arise; (3) annual Campus Improvement Plan to identify areas that may be lacking; and (4) alignment with National Accreditation by Southern Accreditation of Colleges and Schools (SACS-CASI) and other state accreditation processes.

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.

- [x] Yes
- [ ] No

16. 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 facility is approximately 22,563 square feet and is presently vacant. The facility does not have a current usage. It was constructed in 2008 and has never been occupied.

Please see **"Attachment 7: Facilities Utilization Agreement."**

Identify the owner(s) of the proposed facility and describe their relationship, if any, with:

(1) Members of the local board of the public school district where the proposed open-enrollment public charter school will be located,

(2) Employees of the public school district where the proposed open-enrollment public charter school will be located,

(3) The eligible entity sponsoring the open-enrollment public charter school, or

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

Applicant Response:

The proposed facility is owned by Two Rahling Centre, LLC. Except as described herein, the owner has no known relationship with: (1) members of the local board of the public school district where Quest will be located, (2) employees of the public school district where Quest will be located, (3) ResponsiveEd, or (4) employees/ directors/administrators of ResponsiveEd.

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 not currently meet ADA/IDEA accessibility requirements. The interior of the facility is currently shell space and has never been occupied. It was originally constructed for office retail but landlord will build to specification with construction rolled into the rental amount shown on the Facilities Utilization Agreement. Once the building finish out is begins, Quest will take all measures to meet ADA/IDEA compliance, which will include: ADA accessible restrooms, wheel chair ramps, elevators, assigned parking, etc. The facility is situated on 2.5 acres and is currently zoned for commercial use. There are no alcohol sales within 1,000 feet of the facility.

17. 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 standard, 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:

Not applicable. None of the individuals specifically identified by name in Section A of the application have any family or financial relationship with: (1) and other individual specifically identified by name in Section A of the application; (2) any individual or entity with whom ResponsiveEd or Quest has contracted, or intends to contract, to provide any services or products for Quest; and/or (3) the owner(s) of the facilities to be used.

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

Applicant Response:

There are no known potential conflicts of interest among the individuals involved with the proposed charter school. If a conflict is identified, the individual with the conflict may be requested to abstain from any decision-making process involving the conflict.

18. 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:

Quest 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 Quest of Pine Bluff to contract Preferred Meal Systems, Inc. ("Preferred Meals"), based out of Berkeley, Illinois, through the RFP process as the vendor to provide hot and cold meals to the students of Quest. A local food vendor may also be considered if the option is more cost-effective for Quest. Preferred Meals is a well-respected national food vendor, supplying nutritious and great-tasting meal options to campuses across the United States. Meal plans will meet both the National School Lunch Program (NSLP) standards, as well as those guidelines set by the United States Department of Agriculture (USDA). Similarly, Quest will commit to determining that the food program meets all applicable Arkansas state regulations and standards. If deemed necessary, food plans will be subjected to the consultation of a local nurse to determine the health benefits and nutritional value.

Low-cost meals will be provided to the students. The CNP will also ensure the equal treatment of students who qualify for free and reduced price meals. Furthermore, no one will be discriminated against based on race, gender, national origin, age, or disability. Upon receiving appropriate training, the campus administrative assistant will be responsible for preparing and serving student meals, while also keeping track of records related to CNP. Quest will adhere to local, state, and federal health and sanitation guidelines and will keep the food service area available for inspection by appropriate personnel.

19. 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 are encouraged to be active and involved at Quest. The administration at Quest will strive to keep interested parties, including parents and/or guardians, involved in the happenings on-campus through the use of on-site informational campus meetings; annual gatherings allowing questions and parental/community feedback; district-wide informational newsletter available on-campus for distribution; web-based communication of campus/ district news; and prompt email or phone communication with all levels of campus personnel.

Additionally, parents and/or guardians will regularly be given the opportunity to participate in the school's Community Advisory Council ("CAC") and volunteer their time or resources to help further the vision of Quest. Examples would include aiding in setup of on-campus activities or spreading the word about the mission of Quest, among other opportunities. Those who have the chance to volunteer will aid in lifting up Quest to its greatest level of potential.

20. 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:

GENERAL INAPPLICABILITY

In order to meet the goals of the school, Quest seeks exemption from all provisions of Title 6 of the Arkansas Code Annotated ("Education Code"), State Board of Education rules ("Rules"), and sections of the Standards for Accreditation of Arkansas Public Schools and School Districts ("Standards") that are generally not applicable in the open-enrollment charter school context, including, but not limited to, the following:

Education Code: Chapter 13 (School Districts) (including, but not limited to: 6-13-608 (Length of Directors' Terms), 6-13-619 (Monthly Meetings), 6-13-620 (Powers and Duties of School Boards), 6-13-622 (Budget Publication), 6-13-623 (Legal Counsel Employment), 6-13-625 (Liability Insurance), and 6-13-634 (School District Board of Directors-Size)), Chapter 14 (School Elections), and all other provisions of the Education Code required to give effect to this waiver request.

Rules: All Rules Governing School Board Zones and Rezoning, School Election Reimbursement, and all other Rules required to give effect to this waiver request.

Standards: All Standards required to give effect to this waiver request.

SUPERINTENDENT, PRINCIPAL, AND TEACHER CERTIFICATION AND LICENSURE

In order to meet the goals of the school, Quest seeks exemption from all provisions of the Education Code, Rules, and Standards that require superintendents, principals, and teachers to be certified and/or licensed. Quest seeks the flexibility to identify and hire those individuals best suited to facilitate the school's unique educational program. Quest will hire "highly qualified" teachers (as defined by the No Child Left Behind Act of 2001). Provisions from which Quest seeks exemption include, but are not limited to, the following:

Education Code: 6-13-109 (School Superintendent); 6-15-1004 (Qualified Teachers in Every Public School Classroom); 6-17-301 (Employment of Certified Personnel); 6-17-302 (Public School Principals - Qualifications and Responsibilities); 6-17-309 (Certification - Waiver); 6-17-401 (Teacher's License Requirement); 6-17-427 (Superintendent License-Superintendent Mentoring Program Required); Chapter 17, Subchapter 4 (Certification Generally); 6-17-902 (Definitions); 6-17-919 (Warrants Void Without Valid Certificate and Contract); and all other provisions of the Education Code required to give effect to this waiver request.

Rules: ADE Rules Governing Educator Licensure, Superintendent Mentoring Program, and all other Rules required to give effect to this waiver request.

Standards: 15.01 (School District Superintendent), 15.02 (Principals), 15.03 (Licensure and Renewal), and all other Standards required to give effect to this waiver request.

EMPLOYEE CONTRACTS

In order to meet the goals of the school, Quest seeks exemption from all provisions of the Education Code, Rules, and Standards that require employees to be under contract. Quest seeks the flexibility to hire all employees on an "at-will" basis, maintaining the flexibility to dismiss employees when it becomes apparent that they are not performing up to the high standards required for successful implementation of the school's unique educational program. Employees will have the ability to appeal their dismissal in accordance with a grievance

policy adopted by the ResponsiveEd Board. Provisions from which Quest seeks exemption include, but are not limited to, the following:

Education Code: 6-17-117 (Non-instructional Duties); 6-17-201 (Certified Personnel Policies and Committees); 6-17-301 (Employment of Certified Personnel); 6-17-302 (Public School Principals - Qualifications and Responsibilities); 6-17-919 (Warrants Void Without Valid Certificate and Contract); 6-17, Subchapter 15 (Teacher Fair Dismissal Act); 6-17, Subchapter 17 (Public School Employee Fair Hearing Act); 6-17-2301 et seq. (Classifed School Employee Personnel Policy Law); and all other provisions of the Education Code required to give effect to this waiver request.

Rules: All Rules required to give effect to this waiver request.

Standards: All Standards required to give effect to this waiver request.

EMPLOYEE COMPENSATION, LEAVE, AND BREAKS

In order to meet the goals of the school, Quest seeks exemption from all provisions of the Education Code, Rules, and Standards that mandate the provision of specific employee benefits relating to compensation, leave, and breaks. Quest seeks the flexibility to develop its own employee compensation and leave package. Provisions from which Quest seeks exemption include, but are not limited to, the following:

Education Code: 6-17-111 (Duty-Free Lunch Period); 6-17-201 (Personnel Policies Requirements); 6-17, 6-17-211 (Use of Personal Leave When Administrator of School Employee is Absent from Campus); 6-17-908 (Teachers' Salary Fund-Authorized Disbursements); 6-17-1001 (Minimum Base Salary); 6-17, Subchapter 12 (Teachers' Minimum Sick Leave Law); 6-17, Subchapter 13 (School Employees' Minimum Sick Leave Law); 6-17, Subchapter 22 (Classified School Employee Minimum Salary Act); 6-17, Subchapter 24 (Teacher Compensation Program of 2003); and all other provisions of the Education Code required to give effect to this waiver request.

Rules: All Rules required to give effect to this waiver request.

Standards: All Standards required to give effect to this waiver request.

ACADEMICS

In order to meet the goals of the school, Quest seeks exemption from all provisions of the Education Code, Rules, and Standards that require alternative learning environments, minimum staffing levels, a school library media services program, Advanced Placement courses, supplementary educational opportunities, and practices which are inconsistent with its unique educational program. Provisions from which Quest seeks exemption include, but are not limited to, the following:

Education Code: 6-15-902(a) (Grading Scale); 6-15-1005(b)(5) (Alternative Learning Environments); 6-16-102 (School Day Hours); 6-16-1204 (Implementation); 6-17-114 (Daily Planning Period); 6-18-211 (Mandatory Attendance for Students in Grades Nine through Twelve); 6-18-503(a)(1)(C)(i) (Alternative Learning Environments); 6-20-2208(c)(6) (Gifted and Talented); 6-21-303 (Rules); 6-42, Subchapter 1 (Gifted and Talented); 6-48, Subchapter 1 (Alternative Learning Environments); and all other provisions of the Education Code required to give effect to this waiver request.

Rules: ADE Rules for Gifted and Talented Program Approval Standards; ADE Rules Governing Waivers for Substitute Teachers; ADE Rules Governing Parental Notification of an Assignment of a Non-Licensed Teacher to Teach a Class for More Than Thirty (30) Consecutive Days and for Granting Waivers; Section 4 of the ADE Rules Governing the Distribution of Student Special Needs Funding and the Determination of Allowable Expenditures of those Funds (Alternative Learning Environments); and all Rules required to give effect to this waiver request.

Standards: 9.0 (Curriculum); Standard 9.03.4 (38 Units of Credit); 10.02 (Class Size and Teaching Load); Standard 14.03 (Unit of Credit and Clock Hours for a Unit of Credit); 15.01 (School District Superintendent); Standard 18 (Gifted and Talented Education); Standard 19 (Supplementary Educational Opportunities); 19.03

(Alternate Learning Environments); 19.04 (Summer School and Adult Education Programs); and all other Standards required to give effect to this waiver request.

SUPPORT SERVICES

In order to meet the goals of the school, Quest seeks exemption from all provisions of the Education Code, Rules, and Standards that require specific support services (e.g., guidance and counseling, media services, health and safety services, etc.). Quest seeks flexibility to provide those support services which it determines are integral to its unique educational program. Provisions from which Quest seeks exemption include, but are not limited to, the following:

Education Code: 6-18, Subchapter 10 (Public School Student Services Act); Chapter 25 (Public School Library Media and Technology Act); and all other provisions of the Education Code required to give effect to this waiver request.

Rules: ADE Rules Governing Public School Student Services and all Rules required to give effect to this waiver request.

Standards: Standard 16 (Support Services); and all other Standards required to give effect to this waiver request.

MISCELLANEOUS

In order to meet the goals of the school, Quest seeks exemption from the following specific miscellaneous provisions of the Education Code, Rules, and Standards:

Education Code

6-10-106 (Uniform Dates for Beginning and End of School Year): Quest will follow the school calendar for the Little Rock School District.

6-11-129 (Data to be Accessible on Website)

6-15-2302 (General Business Manager): Quest 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. Quest seeks the flexibility to hire a general business manager that is able to address the unique needs of the school's business model.

6-16-105 (United States Flag): Quest seeks exemption from this portion of the Education Code to the extent that it requires the erection of a flagstaff on the school grounds. Quest may be leasing its facilities. As such, it may not be permitted to erect a flagstaff on the leased property. Otherwise, Quest will seek alternative methods for prominently displaying the United States flag.

6-16-106 (Arkansas Flag): Quest seeks exemption from this portion of the Education Code to the extent that it requires the erection of a flagstaff on the school grounds. Quest may be leasing its facilities. As such, it may not be permitted to erect a flagstaff on the leased property. Otherwise, Quest will seek alternative methods for prominently displaying the Arkansas flag.

6-17-201 et seq. (Committee for Each School District): Quest personnel policies are developed by ResponsiveEd and approved by the ResponsiveEd Board.

6-17-204 (Incorporation into Teachers' Contracts): Quest seeks exemption from this portion of the Education Code to the extent that it: (1) prohibits revisions to personnel policies from taking immediate effect, (2) prohibits notice of such revisions through means other than first class mail, and (3) is inconsistent with other waivers requested herein.

6-17-908(a)(4)(B) (Teachers' Salary Fund): Quest seeks exemption from this portion of the Education Code to

the extent that it requires insurance or other fringe benefits to be approved by a majority of the teachers in the school district. Instead, the provisions of insurance or other fringe benefits will be considered and provided pursuant to action by the ResponsiveEd Board.

6-17, Subchapter 23 (Personnel Policy Law for Classified Employees): Quest seeks exemption from this portion of the Education Code. Instead, the ResponsiveEd Board will adopt personnel policies, including, but are not limited to, the following terms and conditions of employment: salary schedule, fringe benefits, and other compensation issues; annual school calendar, including work days and holidays; evaluation procedures; leave; grievance procedures; termination or suspension; reduction in force; and assignments.

Chapter 19 (Transportation): Quest seeks exemption from this portion of the Education Code to the extent that it conflicts with the transportation services described herein.

6-21-117 (Leased Academic Facilities): Quest seeks exemption from this portion of the Education Code to the extent that it requires that facilities leased by Quest to conform to the school facility standards defined in the Arkansas School Facility Manual. Considering initial enrollment size, it will be difficult to financially follow through with this requirement. The applicant ensures that any and all facilities that it leases for academic purposes shall meet the requirements of all state and local health and safety codes, the Americans with Disabilities Act, and the Individuals with Disabilities Education Act.

6-21-304 (Manner of Making Purchases): Quest seeks exemption from this portion of the Education Code to the extent that it requires bidding in each instance in which the estimated purchase price shall equal or exceed $10,000. For purchases between $1,000 and $50,000, Quest will use either a state approved vendor or obtain a minimum of three quotes. Quest will obtain bids in each instance in which the estimated purchase price shall equal or exceed $50,000.

Rules

ADE Rules Governing Minimum Qualifications for General Business Managers

ADE Rules Governing Eye and Vision Screening

Standards

21.0 (Auxiliary Services)

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

Applicant Response:

Quest proposes to locate its open-enrollment public charter school within the boundaries of the Little Rock School District, and as an open-enrollment public charter school unconfined by district boundaries, expects to obtain the majority of its students from within the boundaries of the Little Rock, North Little Rock, and Pulaski County Special School Districts. Quest may also receive some students from the neighboring Benton, Bryant, England, and Lonoke School Districts.

In carefully reviewing the potential impact that Quest would have upon the efforts of the Pulaski County school districts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools, the applicant finds that two of the three Pulaski County school districts--the Little Rock School District ("LRSD") and the North Little Rock School District ("NLRSD")--have both been found by the federal District Court to be unitary in all respects of their school operations. The Pulaski County Special School District ("PCSSD") has been determined by the federal District Court to be unitary in all respects concerning interdistrict student assignment. In view of the unitary status of LRSD and NLRSD and the status of PCSSD as unitary in the areas of interdistrict student assignment, 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 Quest cannot be said to have a negative impact on the three (3) Pulaski County school districts' ability to comply with court orders or statutory obligations to create and maintain a unitary system of desegregated public schools.

The Benton, Bryant, and Lonoke School Districts are not currently, nor have they ever been, under a federal District Court desegregation order. The England School District is currently under a federal District Court desegregation order, but after carefully examining the effect of the opening of Quest in Little Rock, the applicant is convinced that such action shall not hinder the district in meeting its court-ordered desegregation obligations. As an open-enrollment public charter school, Quest must be race-neutral and non-discriminatory in its student selection and admission processes, and its operation will not serve to hamper, delay, or in any manner negatively affect the desegregation efforts of any public school district or districts within the state.

In 2010, LRSD filed a motion to enforce the 1989 Settlement Agreement in the Pulaski County School Desegregation case. That motion contends that the operation of open-enrollment public charter schools within Pulaski County interferes with the "M-M Stipulation" and the "Magnet Stipulation." On January 17, 2013, United States District Judge D.P. Marshall, Jr. denied LRSD's motion in these words: "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-866-DPM, U.S. District Court-Eastern Division of Arkansas Western Division, Document 4809, at pages 29-30.

There are no current interdistrict effects of the past desegregation found in 1985 in the Pulaski County School Desegregation case. The interdistrict remedies were set in 1985 by the United States Court of Appeals for the Eighth Circuit, which reversed county-wide consolidation, 778 F.2d 404 (8th Cir. 1985) (en banc), and required a judicial remedy that included adjustment of the boundaries between PCSSD and LRSD under which all land within the then-city-limits of Little Rock was assigned to LRSD and the land in the Granite Mountain area was assigned to PCSSD. This was a direct remedy for the interdistrict effects affirmed by the Eighth Circuit, and this interdistrict remedy was promptly carried out before the parties' settlement agreement in 1989. The Eighth Circuit made this clear in subsequent opinions. See 805 F.2d 815 (8th Cir. 1986); 921 F.2d 1371 (8th Cir. 1990).

In conclusion, Quest would show that neither any existing federal District Court desegregation order affecting the Pulaski County school districts, nor the 1989 Settlement Agreement, contain any proscriptions or restrictions concerning the granting of a new charter for an open-enrollment public charter school in Pulaski County.

22. Identify the two or three key individuals responsible for this application. Discuss the experience and qualifications of each. Explain what the founders are doing or will do to ensure the success of the charter school when others are in leadership roles.

Applicant Response:

Charles Cook and Chris Baumann are two key individuals responsible for this application.

Charles Cook brings over 15 years of experience in private and public education. His experience includes educational leadership, management, finance, and marketing. He developed the nation's largest privately funded adult educational program in Los Angeles, California. This experience has served him well as he has been instrumental in crafting one of the largest and most respected charter school districts in Texas. As the Chief Executive Officer of ResponsiveEd, Charles gives oversight to over 60 charter schools throughout Texas and Arkansas. Charles has made it his goal to bring quality education to students from various sides of the socio-economic spectrum. ResponsiveEd campuses are diverse in nature, aiding students who are at-risk of dropping out of school to students who are looking for a greater challenge before beginning their college careers. Each school focuses on a personalized approach which fosters the students to become life-long learners. He gives leadership and vision to his staff of 1,200+ employees and serves with them in the day-to-day operation of ResponsiveEd. One of Charles' greatest strengths is the ability to bring leaders together for a common goal. He is using these strengths today to bring awareness that the charter school movement is a growing force in education in the United States. Among his many accomplishments, Charles spearheaded the monumental opening of The Foundation School for Autism in San Antonio, the first tuition-free charter school for students with autism in the state of Texas. Charles also serves as the Treasurer of the Board for the Texas Charter School Association (TCSA), the leading charter school advocacy organization in Texas. He earned his Bachelor of Arts Degree in Religion from Luther Rice University in Atlanta, Georgia.

Chris Baumann serves as General Counsel for ResponsiveEd. In his role as General Counsel, Chris is responsible for managing legal services for ResponsiveEd, providing legal representation in matters involving the corporation, and spearheading ResponsiveEd's national expansion efforts. Chris is a member of the National School Boards Association Council of School Attorneys. An experienced presenter, Chris has delivered over 200 workshops and keynote speeches to educators and students in 32 states throughout the U.S. as well as cities throughout Mexico, England, and South Africa. In addition, he has over 20 years of experience in public and private education, over 10 years of which have been spent working with charter schools.

The founders will work to ensure a seamless transition when it comes time to turn the reigns of leadership over to their successors.

Please see **"Attachment 8: Statement of Assurances."**

ATTACHMENT 1

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

DEPARTMENT OF THE TREASURY

Date: MAR 08 1999

EAGLE EDUCATIONAL REFORM LEARNING
SYSTEMS INC
C/O MARK K OBRIANT ATTORNEY
4123 MANORVIEW LANE
DALLAS, TX 75228

Employer Identification Number:
75-2748762
DLN:
318338082
Contact Person:
RONALD BENJAMIN ID# 75883
Contact Telephone Number:
(214) 767-0157
Accounting Period Ending:
December 31
Form 990 Required:
Yes
Addendum Applies:
No

Dear Applicant:

Based on information supplied, and assuming your operations will be as stated in your application for recognition of exemption, we have determined you are exempt from federal income tax under section 501(a) of the Internal Revenue Code as an organization described in section 501(c)(3).

We have further determined that you are not a private foundation within the meaning of section 509(a) of the Code, because you are an organization described in sections 509(a)(1) and 170(b)( )(A)(ii).

If your sources of support, or your purposes, character, or method of operation change, please let us know so we can consider the effect of the change on your exempt status and foundation status. In the case of an amendment to your organizational document or bylaws, please send us a copy of the amended document or bylaws. Also, you should inform us of all changes in your name or address.

As of January 1, 1984, you are liable for taxes under the Federal Insurance Contributions Act (social security taxes) on remuneration of $100 or more you pay to each of your employees during a calendar year. You are not liable for the tax imposed under the Federal Unemployment Tax Act (FUTA).

Since you are not a private foundation, you are not subject to the excise taxes under Chapter 42 of the Code. However, if you are involved in an excess benefit transaction, that transaction might be subject to the excise taxes of section 4958. Additionally, you are not automatically exempt from other federal excise taxes. If you have any questions about excise, employment, or other federal taxes, please contact your key district office.

Grantors and contributors may rely on this determination unless the Internal Revenue Service publishes notice to the contrary. However, if you lose your section 509(a)(1) status, a grantor or contributor may not rely on this determination if he or she was in part responsible for, or was aware of, the act or failure to act, or the substantial or material change on the part of the organization that resulted in your loss of such status, or if he or she acquired knowledge that the Internal Revenue Service had given notice that you would no longer be classified as a section 509(a)(1) organization.

EAGLE EDUCATIONAL REFORM LEARNING

Donors may deduct contributions to you as provided in section 170 of the Code. Bequests, legacies, devises, transfers, or gifts to you or for your use are deductible for federal estate and gift tax purposes if they meet the applicable provisions of Code sections 2055, 2106, and 2522.

Contribution deductions are allowable to donors only to the extent that their contributions are gifts, with no consideration received. Ticket purchases and similar payments in conjunction with fundraising events may not necessarily qualify as deductible contributions, depending on the circumstances. See Revenue Ruling 67-246, published in Cumulative Bulletin 1967-2, on page 104, which sets forth guidelines regarding the deductibility, as charitable contributions, of payments made by taxpayers for admission to or other participation in fundraising activities for charity.

In the heading of this letter we have indicated whether you must file Form 990, Return of Organization Exempt From Income Tax. If Yes is indicated, you are required to file Form 990 only if your gross receipts each year are normally more than $25,000. However, if you receive a Form 990 package in the mail, please file the return even if you do not exceed the gross receipts test. If you are not required to file, simply attach the label provided, check the box in the heading to indicate that your annual gross receipts are normally $25,000 or less, and sign the return.

If a return is required, it must be filed by the 15th day of the fifth month after the end of your annual accounting period. A penalty of $20 a day is charged when a return is filed late, unless there is reasonable cause for the delay. However, the maximum penalty charged cannot exceed $10,000 or 5 percent of your gross receipts for the year, whichever is less. For organizations with gross receipts exceeding $1,000,000 in any year, the penalty is $100 per day per return, unless there is reasonable cause for the delay. The maximum penalty for an organization with gross receipts exceeding $1,000,000 shall not exceed $50,000. This penalty may also be charged if a return is not complete, so be sure your return is complete before you file it.

You are required to make your annual return available for public inspection for three years after the return is due. You are also required to make available a copy of your exemption application, any supporting documents, and this exemption letter. Failure to make these documents available for public inspection may subject you to a penalty of $20 per day for each day there is a failure to comply (up to a maximum of $10,000 in the case of an annual return).

You are not required to file federal income tax returns unless you are subject to the tax on unrelated business income under section 511 of the Code. If you are subject to this tax, you must file an income tax return on Form 990-T, Exempt Organization Business Income Tax Return. In this letter we are not determining whether any of your present or proposed activities are unrelated trade or business as defined in section 513 of the Code.

EAGLE EDUCATIONAL REFORM LEARNING

You need an employer identification number even if you have no employees. If an employer identification number was not entered on your application, a number will be assigned to you and you will be advised of it. Please use that number on all returns you file and in all correspondence with the Internal Revenue Service.

This determination is based on evidence that your funds are dedicated to the purposes listed in section 501(c)(3) of the Code. To assure your continued exemption, you should keep records to show that funds are expended only for those purposes. If you distribute funds to other organizations, your records should show whether they are exempt under section 501(c)(3). In cases where the recipient organization is not exempt under section 501(c)(3), there should be evidence that the funds will remain dedicated to the required purposes and that they will be used for those purposes by the recipient.

If distributions are made to individuals, case histories regarding the recipients should be kept showing names, addresses, purposes of awards, manner of selection, relationship (if any) to members, officers, trustees or donors of funds to you, so that any and all distributions made to individuals can be substantiated upon request by the Internal Revenue Service. (Revenue Ruling 56-304, C.B. 1956-2, page 306.)

If we have indicated in the heading of this letter that an addendum applies, the enclosed addendum is an integral part of this letter.

Because this letter could help resolve any questions about your exempt status and foundation status, you should keep it in your permanent records.

We have sent a copy of this letter to your representative as indicated in your power of attorney.

If you have any questions, please contact the person whose name and telephone number are shown in the heading of this letter.

Sincerely yours,

Glenn E. McOmber

District Director

IRS Department of the Treasury
Internal Revenue Service

OGDEN UT 84201-0046

In reply refer to: 0423335246
May 29, 2008 LTR 252C 0
75-2748762 000000 00 000
00004239
BODC: TE

RESPONSIVE EDUCATION SOLUTIONS
PO BOX 292730
LEWISVILLE TX 75029

007850

Taxpayer Identification Number: 75-2748762

Dear Taxpayer:

Thank you for the inquiry dated Nov. 09, 2007.

We have changed the name on your account as requested. The number shown above is valid for use on all tax documents.

If you have any questions, please call us toll free at 1-877-829-5500.

If you prefer, you may write to us at the address shown at the top of the first page of this letter.

Whenever you write, please include this letter and, in the spaces below, give us your telephone number with the hours we can reach you. Also, you may want to keep a copy of this letter for your records.

Telephone Number ( )_____ Hours_____

Sincerely yours,

Karen E. Peat

Karen E. Peat
Dept. Manager, Code & Edit/Entity 3

Enclosure(s):
Copy of this letter

ATTACHMENT 2

Arkansas Democrat Gazette
Arkansas' Largest Newspaper

August 29, 2013

Responsive Education Solutions
P.O. Box 292730
Lewisville, TX 75029

Account #1707272

Billing Contact: Virginia Perry

Invoice for advertising placed in the Main News Arkansas Section (B)* of the Arkansas Democrat-Gazette in Little Rock, AR.

Friday, August 9, 2013	$837.37
Monday, August 12, 2012	$556.27 (included a 33% pick up discount from 8/9)
Monday, August 19, 2012	$837.37
Total	$2225.01

Thank you for your business.

Sandra Ward
Retail Advertising Sales Consultant
501-378-3571 (o)
501-749-7530 (c)

Quest

Middle School of West Little Rock

Excellent Secondary Public Education for All

TUITION FREE

Grades 6-8

Town Hall Meeting
Tuesday, August 27, 2013, 6:30 pm
Pleasant Valley Church of Christ (Auditorium)
10900 Rodney Parham Road, Little Rock

Quest Middle School of West Little Rock is designed to produce highly motivated and capable learners who intend to excel in high school and college. We combine modern educational technologies and advanced learning methods with a high level of personal attention and individual instruction to create an environment of learning that stimulates intellectual curiosity and rewards achievement.

Responsive Education Solutions (ResponsiveEd.com) plans to submit an application to the Arkansas Department of Education to operate an open-enrollment public charter school to be known at Quest Middle School of West Little Rock. A public hearing and information session is being held to allow those in the community to learn more about the proposed school. Responsive Education Solutions and the proposed public school are in no way affiliated with Pleasant Valley Church of Christ, but are grateful for the church's generosity in hosting the community meeting.

Quest Middle School of West Little Rock

Edwin Strickland

Sent: Tuesday, August 13, 2013 1:35 PM

To: Suzanne.bailey@lonokeschools.org; jcollum@bentonschools.org; eddie.johnson@england.k12.ar.us; rrutherford@bryantschools.org; dexter.suggs@lrsd.org; jguess@pcssd.org; rodgerske@nlrsd.org

Cc: Mary.Perry@arkansas.gov; Keisha.Mattox@arkansas.gov; Chris Baumann; Virginia Perry

Attachments: img-813122416.pdf (207 KB)

Dear Superintendent:

The attached letter is to inform you that our organization, Responsive Education Solutions, intends to submit an application to the Arkansas Department of Education in order to operate an open-enrollment public charter middle school in the West Little Rock area. The attached letter details the date, time and place of our upcoming public meeting along with our organizations primary and secondary contacts.

Dear Superintendent:

This letter is to inform you that our organization, Responsive Education Solutions, intends to submit an application to the Arkansas Department of Education in order to operate an open-enrollment public charter middle school in the West Little Rock area. This campus will be known as Quest Middle School of West Little Rock. A public meeting will be held on August 27, 2013, at 6:30 p.m. at Pleasant Valley Church of Christ (Auditorium) located at 10900 Rodney Parham Road, Little Rock, Arkansas.

The primary contact for Quest Middle School of West Little Rock is:

Dr. Edwin Strickland
1301 Waters Ridge
Lewisville, TX 75057
Phone: 479.200.9948
E-mail: EStrickland@ResponsiveEd.com

The secondary contact for Quest Middle School of West Little Rock is:

Ms. Virginia Perry
1301 Waters Ridge
Lewisville, TX 75057
Phone: 940.536.8749
E-mail: VPerry@ResponsiveEd.com

Please feel free to contact me should you have any comments, questions, or concerns.

Sincerely,

Dr. Edwin Strickland
Arkansas Statewide Director
Responsive Education
Solutions

Cc: Ms. Mary Perry (Mary.Perry@Arkansas.gov)
Ms. Keisha Mattox (Keisha.Mattox@Arkansas.gov)

ATTACHMENT 3

AGENDA

Quest Middle School of West Little Rock Public Meeting

Pleasant Valley Church of Christ, 10900 Rodney Parham Road, Little Rock, AR
August 27, 2013
6:30 pm

6:00 p.m. – 6:30 p.m.	**Sign in** Distribution of Agendas
6:30 p.m. – 6:35 p.m.	**Welcome & Introductions** *Gary Newton*
6:35 p.m. – 6:45 p.m.	**Overview of Responsive Ed** *Virginia Perry*
6:45 p.m. – 6:55 p.m.	**Overview of Quest** *Derrick Graves*
6:55 p.m. – 7:00 p.m.	**Request for Support** *Pablo Valarezo & Rachelle Bloser*
7:00 p.m. – 7:20 p.m.	**Q&A** *Virginia Perry, Emily Hirsch, Derrick Graves, Gary Newton*
7:20 p.m. – 7:25 p.m.	**Thank You** *Virginia Perry*
7:25 p.m. – 7:30 p.m.	**Collection of Support Documents** *Emily Hirsch*

Quest Middle School

Sign In

Quest Middle School of West Little Rock Public Meeting

Pleasant Valley Church of Christ, 10900 Rodney Parham Road, Little Rock, AR
August 27, 2013
6:30 pm

Christy Harward	charward@carti.com	831-2033
Christine Ferguson	cferg2001@yahoo.com	227-0967
Jonathan Hawk	h.jonathan.r@gmail.com	501-804-2410
David Coldiron	kdcoldiron@sbcglobal.net	501-951-8884
Janet Logan	thomaslogan3@comcast.net	501-224-4039
Mark Fortune	mzfortune@gmail.com	501-580-0550
Shay Fortune	shay.fortune@gmail.com	501-350-1008
Scott Smith	ssmith@apsrc.net	501-442-4300
Wes Highfill	weshighfill@gmail.com	501 868 8045
Kara Stockwell	Kara.stockwell@yahoo.com	223-3423
Christie Greeson	christiegreeson@gmail.com	529-0475
Kristen Hayden	K.hanson@aristotle.net	868-7811
Randy Hayden	RANDYHAYDEN@SBCGLOBAL.NET	868 7811
Priscilla Inman	prissinman@gmail.com	580 2174
JENNIFER STEPHENS	jrockstephens@hotmail.com	680-5366
JUSTIN DUELLMAN	jmduell@hotmail.com	416-8859
J.D. CROCKETT III	JDCTHREE@COMCAST.NET	
Susanne Parker	susanneparker@yahoo.com	837-0890

Quest Middle School

Sign In

Quest Middle School of West Little Rock Public Meeting

Pleasant Valley Church of Christ, 10900 Rodney Parham Road, Little Rock, AR
August 27, 2013
6:30 pm

Emily Hirsch	ehirsch@responsiveed.com	870-321-1221
B A Jordan	bajordan@ualr.edu	870-566-7994
Brooke Wall	brooke.wall@sbcglobal.net	501-247-436
Jina Collins	marygabuck@comcast.net	501-225-3813
PABLO X. VALAREZO	pxvalarezo@gmail.com	501-626-9363
BRAD SCHUBERT	bdschubert.05@gmail.com	501.247.4614
CALEB P. ROSE PhD	caleb.p.rose@gmail.co	(717) 404-3186
Rachelle+ChuckBloser	82stallcatt.Net	501.944.3943
Lora Brown	lb-brown@comcast.net	501-868-6299
Ellen Lawson	ellenlawson@aol.com	501-367-8351
Sarah Gustafson	smggustafson@comcast.net	501-246-3137
Stefanie Larson	dlarson-3@sbcglobal.net	870 243 1133
Kim Salerno	kimdawn1999@yahoo.com	501 868 8908
Laurie Dalton	laurie_a_dalton@yahoo.com	501 223 4947
Beth Noland	beth.noland@ymail.com	501-944-9885
Kim Fern	kfern2@aol.com	501-258-9150
Pam Fortner	pamfortner@sbcglobal.net	501-868-1740
Virginia Nelson	vnelson@comcast.net	501-944-6333

Quest Middle School

Sign In

Quest Middle School of West Little Rock Public Meeting

Pleasant Valley Church of Christ, 10900 Rodney Parham Road, Little Rock, AR
August 27, 2013
6:30 pm

Name	Email	Telephone
Michael Jack Long	Radidoc1@aol.com	501 223-4937
Pam Fuller	pam.fuller@sbcglobal.net	501-868-8264
Laura Cruse	laurakaycruse@gmail.com	646-457-7450
Laura Crone	Lccrone@hotmail.com	501 590 2624
Lisa Mitchell	expectjoy@sbcglobal.net	501 247-0620
Carri Arman	doodestroyer@sbcglobal.net	837-6051
Shannen Adams	adamsfamfire@gmail.com	350-5471
Matthew Adams	matthewradams22@gmail.com	
Alan Jones	alan@ajsfurniture.us	501.221-2704
Michele Tretter	Louandtonette@att.net	501 626-2367
Natalie Valarezo	natvalarezo@gmail.com	626-9260
Bryan Salerno	" "	626-9260
Amy Bell	Macnamy02@yahoo.com	658-6278
CARRIE CARTER	CARRIEHCARTER@GMAIL.COM	868-5212
Maura Beranek	mmberanek@gmail.com	973-600-6544
Noelle Scuderi	scuderi1999@gmail.com	501-224-5577
JEFF ADAMS	adamsjeffreyc@yahoo.com	501-868-6478

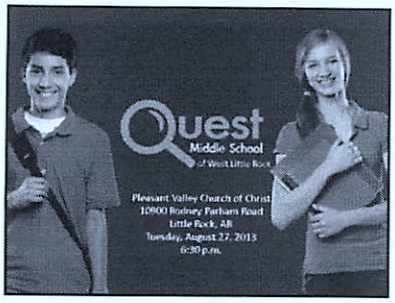
Quest Middle School

Sign In

Quest Middle School of West Little Rock Public Meeting

Pleasant Valley Church of Christ, 10900 Rodney Parham Road, Little Rock, AR
August 27, 2013
6:30 pm

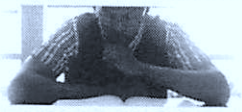
Kathryn Maack	Katmaack@sbcglobal.net	351-7989
Kristin Lyle	Kristinclyle@yahoo.com	529-0074
Wayne Lyle	waynelyle@yahoo.com	" "
Susan Tillemans	tillysu@yahoo.com	247-4356



What is a Charter School?

- Public
- Tuition – Free
- Open Enrollment
- Accountable to State and Federal Academic Standards
- Publicly Funded based on Enrollment
- An Option

Quest Vision



- Every student is important and can learn
  - Personalized Learning
  - High Expectations
  - Family is Important
  - Character DOES Matter
  - Exposure to Great Ideas

WELCOME

Quest Middle Schools

An Academic Education

- To encourage students to think analytically
- The study of the Arts, Humanities, and Great Literature
- Exposure to Latin and Greek vocabulary
- The understanding of Math and Science in relationships to the world
- Interweaving of subjects
- An intense focus on Literacy

Responsive Education Solutions

- 501(c)3 Non-Profit Organization
- Established in 1998
- 3 existing campuses in Arkansas (Little Rock, Pine Bluff, and Bentonville)
- Locations across Texas, with 60+ campuses and 10,000+ students
- Accredited by Texas Education Agency and AdvancedEd

Quest Mission

The mission of Quest is to provide hope for students through an innovative, encouraging, character-based, individualized learning environment where they are academically successful and develop into lifelong learners.

Character Education

Knowledge without Values or Character is dangerous

"To educate a man in mind and not in morals is to educate a menace to society."

Character is emphasized separately, but more importantly, it is woven in and through all that we do

www.characterfirst.com
www.7habits4teens.com

Quest
Middle Schools

http://vimeo.com/42407234

Quest
Middle Schools

Thank You

How You Can Help

Petition Signature

Letter of Support

Volunteer

Quest
Middle Schools

Q&A

ATTACHMENT 4

TIM GRIFFIN
2ND DISTRICT, ARKANSAS
ASSISTANT MAJORITY WHIP

COMMITTEE ON WAYS AND MEANS
SUBCOMMITTEE ON HUMAN RESOURCES
SUBCOMMITTEE ON SOCIAL SECURITY

Congress of the United States
House of Representatives
Washington, DC 20515–0402

1501 NORTH UNIVERSITY AVENUE
SUITE 150
LITTLE ROCK, AR 72207
PHONE: (501) 324–5941
FAX: (501) 324–6029

1105 DEER STREET
SUITE 12
CONWAY, AR 72032
PHONE: (501) 358–3481
FAX: (501) 358–3494

1232 LONGWORTH HOUSE OFFICE BUILDING
WASHINGTON, DC 20515
PHONE: (202) 225–2506
FAX: (202) 225–5903

August 16, 2013

Dr. Tom Kimbrell
Commissioner of Education
Arkansas Department of Education
4 Capitol Mall
Little Rock, AR 72201-1013

Dear Dr. Kimbrell:

I write today to express my support for Responsive Education Solutions' (ResponsiveEd) application to establish an open-enrollment public charter school in West Little Rock, referred to Quest Middle School of West Little Rock. ResponsiveEd currently operates over 60 charter schools in Texas and Arkansas and has a proven track record of providing highly-qualified teachers to enable their students to successfully pursue their academic studies.

I am committed to a strong educational system that prepares our children for success. Education is one of the keys to our nation's success, and each student deserves a rich, challenging curriculum to prepare them for a successful future. ResponsiveEd's Quest Middle School anticipates serving grades 6 – 8 with approximately 220 students in its first year of operation, and then intends to expand by adding one or more grades per year for enrollment in grades 6 – 12 of approximately 460 students. I believe the establishment of a new charter middle/high school in West Little Rock would provide parents with an additional option to provide the best possible education for their children and ensure a quality education for Arkansas's students.

Again, I urge you to support ResponsiveEd's application for Quest Middle School of West Little Rock to further improve on education in Arkansas. I thank you for your consideration of my request and my office contact for this issue is Peter Comstock at Peter.Comstock@mail.house.gov or (202) 226-8497.

Sincerely,

Tim Griffin
Member of Congress

DELTA DENTAL®

www.deltadentalar.com

August 19, 2013

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

Re: Support for Application of Quest Middle School of West Little Rock, an Open-Enrollment Public Charter School

To Whom It May Concern:

As a 1971 graduate of Parkview High School and a former teacher in Little Rock School District, I fully support Responsive Education Solutions' ("ResponsiveEd") application for a parent-initiated, open-enrollment public charter school in West Little Rock. The school is to be located within the boundaries of either the Little Rock or Pulaski County Special School Districts, and is to be referred to as Quest Middle School of West Little Rock.

I am impressed with ResponsiveEd as it operates over 60 open-enrollment public charter schools in Arkansas and Texas, with an enrollment of over 14,000 students in 2012-13. The mission of ResponsiveEd is to provide hope for students through an innovative, encouraging, character-based, individualized learning environment where they are academically successful and develop into lifelong learners.

Similar to the introduction of Parkview High School to the school system in the early 1970's, the proposed campus anticipates serving grades 6 – 8 with approximately 220 students in its first year of operation. Quest Middle School of West Little Rock intends to add one or more grades a year for approximate enrollment in grades 6 – 12 of 460 students.

Quest Middle Schools are designed to produce highly motivated and capable learners who intend to excel in high school and college. Its administrators and teachers care about students and have a passion to see them reach their full potential. To realize this, they combine modern educational technologies and advanced learning methods with a high level of personal attention and individual instruction. Quest has created an environment of learning that stimulates intellectual curiosity and rewards achievement.

This school appears to be in line with Dr. Suggs guiding principles for the Little Rock School District. Excellent education is the key to individual, family, regional and state economic development. Because every student, no matter his/her Zip Code, deserves excellent, accessible public education, I strongly encourage you to approve the application for Quest Middle School of West Little Rock.

Sincerely,

DELTA DENTAL OF ARKANSAS
Ed Choate
President & CEO
1513 Country Club Road
Sherwood, AR 72120

Telephone: 501-992-1600
Fax: 501-992-1601
Wats: 800-462-5410 ext 1601
echoate@deltadentalar.com

Quest Middle School

"I support the establishment of Quest Middle School of West Little Rock, a free, open-enrollment ResponsiveEd public charter school serving students in grades six through eight."

Name (Please print.)	City of Residence	Phone Number	Signature
John Doe	Little Rock	555-555-5555	John Doe
Jenni Hill	Little Rock	501-351-7541	Jenni Hill
Kara Stockwell	Little Rock	501-223-3423	Kara Stockwell
Eddie Lee	Little Rock	501-568-3759	Eddie Lee
Les Waite	Little Rock	501-580-1318	Les Waite
Jonda Rupert	Sherwood	501-351-2528	Jonda Rupert
Sara White	N. Little Rock	501-350-3529	Sara White
Amanda Keith	Little Rock	501-773-1103	Amanda Keith
Sandy Hubbard	Little Rock	501-951-3232	Sandy Hubbard
TERRY NEW	LITTLE ROCK	501-748-5133	TERRY NEW
Katherine Mariot	Little Rock	501-748-5706	Katherine Mariot
Debbie Tarvin	Little Rock	501-351-3588	Debbie Tarvin
Sylvia Barnes	Little Rock	501.821.2362	Sylvia Barnes
Lisa M Leon-Sadowsky	Little Rock	501 517 0620	Lisa M Leon-Sadowsky
Cynthia Bennett	Little Rock	501-224-1718	Cynthia Bennett
Cathy Caddy	North Little Rock	501.988.5155	Cathy Caddy
Kristen	LITTLE ROCK	501-690-5105	Kristen
Rachel Jones	Little Rock	501-247-9122	Rachel Jones
Timothy Ciaboschi	Little Rock	501-772-6814	Timothy Ciaboschi
Vicki Kellogg	Little Rock	501-413-1132	Vicki Kellogg
Jud Shumate	Little Rock	501-305-9386	Jud Shumate

Quest Middle School

"I support the establishment of Quest Middle School of West Little Rock, a free, open-enrollment ResponsiveEd public charter school serving students in grades six through eight."

Name (Please print.)	City of Residence	Phone Number	Signature
John Doe	**Little Rock**	**555-555-5555**	***John Doe***
Marie McRae	Little Rock	501-224-0757	
[illegible] McRae	L. R.	501-240-9055	
Susan Tillemans	LRock	660-6644	
[illegible] C. Tillemans	LRock	501 247-4550	
Alexandra Burk	LR	501 868 4025	
Richard Thompson	Little Rock	501-868-7614	
DeeDee Polite	L.R.	501 658 7887	
Mark Fortune	LR	501 580 0550	
Sally Fortune	LR	501 340 1006	
Virginia Nelson	LR	501-944-6333	
James Nelson	LR	501-944-6333	
Nicole Lashbrook	LR	501-868-4894	
[illegible] Lawrence	LR	501-350-7047	
Sherry Shelton	LR	501-570-0109	
Daniel Shelton	LR	501-570-0109	
Raven Sales	LR	501-570-0109	
Ted Tillemans	LR	501-868-6214	
Aubrey Harton	LR	501-868-2681	
Jay Harton	LR	501-868-2681	
[illegible]	LR	501-680-4449	

Quest
Middle School

"I support the establishment of Quest Middle School of West Little Rock, a free, open-enrollment ResponsiveEd public charter school serving students in grades six through eight."

Name (Please print.)	City of Residence	Phone Number	Signature
John Doe	**Little Rock**	**555-555-5555**	***John Doe***
Louis Trotter	Little Rock	501-626-2365	
Michele Hatter	Little Rock	501 626-2367	
BRAD SCHUBERT	LITTLE ROCK	501 2474614	
Crystal Schubert	Little Rock	501-247-3283	
Amanda Mener	little Rock	5076734099	
Tim Mus	LR	519-0513	
Bryan Salerno	Little Rock	5015298680	
Heather Abed	LittleRock	5018681105	
Steve Abed	LittleRock	5018681105	
Kristen Hayden	Little Rock	501-868-7811	
Randy Hayden	Little Rock	501-868-7811	
jenna sears	Little Rock	5019600446	
Donna Long	Little Rock	501 454-7619	
Jennifer Kitchens	Little Rock	501-351-0588	
Kim Salerno	Little Rock	501 868 8908	
Kay Mueller	Little Rock	501-223-2548	
Kristen McConnell	Little Rock	501-217-0475	
Kendra Harper	Little Rock	501-392-9362	
Wendy Lynn	Little Rock	501-227-5966	
Natalie Valavero	LR	626-9200	

ATTACHMENT 5

2014-2015 Calendar

In an effort to be responsive to the community and sensitive to the needs of our parents, Quest will follow the school calendar of the Little Rock School District. Parents often have other school age children attending other schools; however, parents will support a school calendar that considers all of their children concerning beginning and ending of school days, reporting periods, and vacation days. Therefore, the school honors the open-enrollment policy and will follow district calendars, as well as the state requirement of a minimum of 178 student-teacher interactional days. Reporting periods are defined with beginning and ending dates and recognize traditional holidays such as Labor Day, Thanksgiving, Christmas, Spring Break, and Memorial Day.

2014-2015 Daily Schedule

Period	Time	Instructional Minutes
Journal Writing or Grammar Warm-Ups / Announcements	8:00 a.m. – 8:10 a.m.	10
Period 1	8:15 a.m. – 9:05 a.m.	50
Period 2	9:10 a.m. – 10:00 a.m.	50
Period 3	10:05 a.m. – 10:55 a.m.	50
Lunch A	10:55 a.m. – 11:25 a.m.	
Period 4 (B Lunch Students)	11:00 a.m. – 11:50 a.m.	50
Period 4 (A Lunch Students)	11:30 a.m. – 12:20 p.m.	50
Lunch B	11:50 a.m. – 12:20 p.m.	
Period 5	12:25 p.m. – 1:15 p.m.	50
Period 6	1:20 p.m. – 2:10 p.m.	50
Period 7	2:15 p.m. – 3:05 p.m.	50
		410

ATTACHMENT 6

Public Charter School Application
Personnel Salary Schedule

Line#	Administrative Positions: List Positions	2014-2015 No. FTEs	Salary 2014-2015	2015-2016 No. FTEs	Salary 2015-2016
1	State Director	0.25	$90,000.00	0.25	$90,000.00
2	Campus Director/Principal	1	$65,000.00	1	$65,000.00
3	Campus Secretary	1	$30,000.00	1	$30,000.00
4					
5					
6					
7	**Subtotal:**		$117,500.00		$117,500.00
8	Fringe Benefits (rate used 31%)		$36,671.75		$36,671.75
9	**Total Administration:**		$154,171.75		$154,171.75

	Regular Classroom Instruction:	2014-2015 No. FTEs		2015-2016 No. FTEs	
10	Teachers	12.12	$41,234.00	15.26	$41,234.00
11	Aides	2.09	$23,850.00	2.61	$23,850.00
12	**Subtotal:**		$549,602.58		$691,479.34
13	Teacher Fringe Benefits (rate used 31%)		$155,973.87		$196,382.95
14	Aide Fringe Benefits (rate used 31%)		$15,557.09		$19,427.76
15	**Total Regular Classroom Instruction:**		$721,133.55		$907,290.04

	Special Education:	2014-2015 No. FTEs		2015-2016 No. FTEs	
16	Teachers	1.05	$43,234.00	1.36	$43,234.00
17	Aides	0.84		1.1	
18	**Subtotal:**		$45,395.70		$58,798.24
19	Teacher Fringe Benefits (rate used 31%)		$14,168.00		$18,350.93
20	Aide Fringe Benefits (rate used 31%)		$0.00		$0.00
21	**Total Special Education:**		$59,563.70		$77,149.17

	Gifted and Talented Program:	2014-2015 No. FTEs		2015-2016 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:

	2014-2015 No. FTEs	Salary 2014-2015	2015-2016 No. FTEs	Salary 2015-2016
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	2014-2015 No. FTEs		2015-2016 No. FTEs	
34				
35				
36				
37				
38				
39 **Subtotal:**				
40 Fringe Benefits (rate used _____)				
41 **Total English Language Learner Program:**				

Guidance Services:

List Positions	2014-2015 No. FTEs		2015-2016 No. FTEs	
42 WAIVER				
43				
44				
45				
46				
47 **Subtotal:**				
48 Fringe Benefits (rate used _____)				
49 **Total Guidance Services:**				

Health Services:

List Positions	2014-2015 No. FTEs		2015-2016 No. FTEs	
50 WAIVER				
51				
52				
53				
54				
55 **Subtotal:**				
56 Fringe Benefits (rate used _____)				
57 **Total Health Services:**				

Media Services:

	List Positions	2014-2015 No. FTEs		2015-2016 No. FTEs	
58	WAIVER				
59					
60					
61					
62					
63	**Subtotal:**				
64	Fringe Benefits (rate used _____)				
65	**Total Media Services:**				

Fiscal Services:

	List Positions	2014-2015 No. FTEs		2015-2016 No. FTEs	
66					
67					
68					
69					
70					
71	**Subtotal:**				
72	Fringe Benefits (rate used _____)				
73	**Total Fiscal Services:**				

Maintenance and Operation:

	List Positions	2014-2015 No. FTEs		2015-2016 No. FTEs	
74					
75					
76					
77					
78					
79	**Subtotal:**				
80	Fringe Benefits (rate used _____)				
81	**Total Maintenance and Operation:**				

Pupil Transportation:

	List Positions	2014-2015 No. FTEs		2015-2016 No. FTEs	
82					
83					
84					
85					
86					
87	**Subtotal:**				
88	Fringe Benefits (rate used _____)				
89	**Total Pupil Transportation:**				

	Food Services:	2014-2015 No. FTEs		2015-2016 No. FTEs	
	List Positions				
90					
91					
92					
93					
94					
95	**Subtotal:**				
96	Fringe Benefits (rate used _____)				
97	**Total Food Services:**				

	Data Processing:	2014-2015 No. FTEs		2015-2016 No. FTEs	
	List Positions				
98					
99					
100					
101					
102					
103	**Subtotal:**				
104	Fringe Benefits (rate used _____)				
105	**Total Data Processing:**				

	Substitute Personnel:	2014-2015 No. FTEs		2015-2016 No. FTEs	
106	Number of **Certified** Substitutes ___1___	0.285	$41,234.00	0.355	$41,234.00
107	Number of **Classified** Substitutes _____				
108	**Subtotal:**		$11,751.69		$14,638.07
109	Certified Fringe Benefits (rate used __31%__)		$3,667.70		$4,568.54
110	Classified Fringe Benefits (rate used _____)				
111	**Total Substitute Personnel:**		$15,419.39		$19,206.61

112	**TOTAL EXPENDITURES FOR SALARIES:**	$950,288.39	$1,157,817.57

Public Charter School Application
Estimated Budget Template

REVENUES

Line#		2014-2015 Amount:	2015-2016 Amount:
	State Public Charter School Aid:		
	2014-2015		
1	No. of Students 220 x $6,521.00 State Foundation Funding	$1,434,620.00	
2	No. of Students 220 x $44.00 Professional Development	$9,680.00	
3	No. of Students 173 x $1,033.00 eligible rate* NSL Funding	$178,709.00	
4	No. of Students 209 x $105.00 Other: *Explain Below*	$21,945.00	
5	Child Nutrition Program		
	2015-2016		
6	No. of Students 275 x $6,521.00 State Foundation Funding		$1,793,275.00
7	No. of Students 275 x $44.00 Professional Development		$12,100.00
8	No. of Students 216 x $1,033.00 eligible rate* NSL Funding		$223,128.00
9	No. of Students 261 x $105.00 Other: *Explain Below*		$27,405.00
10	Child Nutrition Program		
11	**Total State Charter School Aid:**	$1,644,954.00	$2,055,908.00
	Other Sources of Revenues:		
	(MUST UPLOAD DOCUMENTATION VERIFYING ALL AMOUNTS LISTED AS OTHER SOURCES OF REVENUE)		
12	Private Donations or Gifts		
13	Federal Grants (List the amount)		
14	Special Grants (List the amount)		
	Other *(Specifically Describe)*		
15	Through other grants, or ResponsiveEd	$300,000.00	$100,000.00
16	**Total Other Sources of Revenues:**	$300,000.00	$100,000.00
17	**TOTAL REVENUES:**	$1,944,954.00	$2,155,908.00

EXPENDITURES

		2014-2015 Amount:	2015-2016 Amount:
	Administration:		
18	Salaries and Benefits	$154,171.75	$154,171.75
	Purchased Services - List Vendors Below		
19	**V - AD 1** Legal Fees- AR Public School Resource Center	$5,000.00	$5,000.00
20	**V - AD 2** Administration Fee- ResponsiveEd	$0.00	$0.00
21	**V - AD 3**		
22	**V - AD 4**		
23	**V - AD 5**		
24	Supplies and Materials	$9,360.00	$11,450.00
25	Equipment	$6,210.00	$6,210.00
	Other (List Below)		
26	Travel	$750.00	$750.00
27	Staff Development	$2,340.00	$2,863.00
28	Marketing	$2,000.00	$2,000.00
29	Miscellaneous	$2,250.00	$2,250.00
30			
31	**Total Administration:**	$182,081.75	$184,694.75

			2014-2015 Amount:	2015-2016 Amount:
	Regular Classroom Instruction:			
32		Salaries and Benefits	$721,133.55	$907,290.04
		Purchased Services - List Vendors Below		
33	V - CI 1	AR Public School Resource Center, Other	$2,000.00	$2,000.00
34	V - CI 2			
35	V - CI 3			
36	V - CI 4			
37	V - CI 5			
38		Supplies and Materials	$14,744.00	$18,467.00
39		Equipment		
		Other (List Below)		
40		Textbooks	$26,125.00	$32,656.00
41		Reading Materials	$627.00	$784.00
42		Testing Materials	$1,045.00	$1,306.00
43		Student Travel	$1,000.00	$1,000.00
44		End of Year and Student Incentives	$3,344.00	$4,181.00
45		**Total Regular Classroom Instruction:**	$770,018.55	$967,684.04
	Special Education:			
46		Salaries and Benefits	$59,563.70	$77,149.17
		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	$627.00	$784.00
53		Equipment		
		Other (List Below)		
54				
55				
56				
57				
58				
59		**Total Special Education:**	$60,190.70	$77,933.17
	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:**		

			2014-2015 Amount:	2015-2016 Amount:
	Alternative Education Program/ Alternative Learning Environments:			
74		Salaries and Benefits		
		Purchased Services - List Vendors Below		
75	V - ALE1	WAIVER		
76	V - ALE2			
77	V - ALE3			
78	V - ALE4			
79	V - ALE5			
80		Supplies and Materials		
81		Equipment		
		Other (List Below)		
82		Supplies/other included with regular ed.		
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	Not budgeted until Federal grant awarded.		
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	Guidance Counseling	$1,000.00	$1,000.00
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:**	$1,000.00	$1,000.00

			2014-2015 Amount:	2015-2016 Amount:
	Health Services:			
116		Salaries and Benefits		
		Purchased Services - List Vendors Below		
117	V - HS1	Health Screening	$12,540.00	$15,675.00
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:**	$12,540.00	$15,675.00
	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)	$6,000.00	$6,000.00
146	V - FS2	Audit	$6,000.00	$6,000.00
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:**	$12,000.00	$12,000.00

			2014-2015 Amount:	2015-2016 Amount:
158		**Maintenance and Operation:**		
		Salaries and Benefits		
		Purchased Services - List Vendors Below INCLUDE UTILITIES		
159	V - MO1	Janitorial	$28,800.00	$28,800.00
160	V - MO2	Repairs & Maintenance	$11,000.00	$11,000.00
161	V - MO3	Utilities	$72,000.00	$72,000.00
162	V - MO4			
163	V - MO5			
164		Supplies and Materials	$6,500.00	$6,500.00
165		Equipment		
		Other (List Below)		
166		Miscellaneous	$1,000.00	$1,000.00
167				
168				
169				
170				
171		**Total Maintenance and Operation:**	$119,300.00	$119,300.00
		Pupil Transportation:		
172		Salaries and Benefits		
		Purchased Services - List Vendors Below		
173	V - PT1	Bus Service	$99,000.00	$99,000.00
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:**	$99,000.00	$99,000.00
		Food Services:		
186		Salaries and Benefits		
		Purchased Services - List Vendors Below		
187	V - FD1	Child Nutrition Program	$21,945.00	$27,431.00
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:**	$21,945.00	$27,431.00

			2014-2015 Amount:	2015-2016 Amount:
	Data Processing:			
200		Salaries and Benefits		
		Purchased Services - List Vendors Below		
201	V - DP1	Data Services, Internet	$4,800.00	$4,800.00
202	V - DP2			
203	V - DP3			
204	V - DP4			
205	V - DP5			
206		Supplies and Materials		
207		Equipment	$44,673.75	$12,375.00
		Other (List Below)		
208				
209				
210				
211				
212				
213		**Total Data Processing:**	$49,473.75	$17,175.00
	Substitute Personnel:			
214		Salaries and Benefits	$15,419.39	$19,206.61
		Purchased Services - List Vendors Below		
215	V - SB1			
216	V - SB2			
217	V - SB3			
218	V - SB4			
219	V - SB5			
220		**Total Substitute Personnel:**	$15,419.39	$19,206.61
	Facilities:			
221		Lease/Purchase Contract for One Full Year	$496,386.00	$496,386.00
		Facility Upgrades - List Upgrades Below		
222		(upgrade to lessor, included in lease)		
223		Furniture & Equipment	$41,800.00	$11,000.00
224				
225				
226				
227				
228				
229		Property Insurance for One Full Year	$4,000.00	$4,000.00
230		Content Insurance for One Full Year		
231		**Total Facilities:**	$542,186.00	$511,386.00

	Debt Expenditures:	2014-2015 Amount:	2015-2016 Amount:
	List Debts Below		
232	N/A		
233			
234			
	Total Debts:		
	Other Expenditures:		
	List Other Expenditures Below		
235	Security	$2,000.00	$2,000.00
236			
237			
238			
239			
240			
241	**TOTAL EXPENDITURES:**	$1,887,155.14	$2,054,485.57
242	**Net Revenue over Expenditures:**	$57,798.86	$101,422.43

Note: If any major area is zero, type explanation where items would be listed. Example: No funds budgeted for GT because of waiver.

ATTACHMENT 7

OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL
FACILITIES UTILIZATION AGREEMENT

Lessor(Owner): Two Rahling Centre, LLC

Lessee(Tenant): Responsive Education Solutions

Any information regarding affiliation, family ties, or other relationships between the Lessor (Owner) and Lessee (Tenant) must be disclosed with the facilities lease agreement.

Describe the present use of the facility:
The building is presently vacant and was constructed about three years ago.

Address of Premises: 1815 Rahling Road, Little Rock, AR 72223

Square Footage: 22,563

Terms of Lease: Ten (10) year lease period

Rental Amount: $41,365.50/mo.; $496,386.00/yr

Contingency: The terms of this agreement are contingent upon

Responsive Education Solutions
Sponsoring Entity

receiving a charter to operate an open-enrollment public charter school approved by the authorizer by August of 20 13

Statutory Language Concerning No Indebtedness:
No indebtedness of any kind incurred or created by the open-enrollment public charter school shall constitute an indebtedness of the State of Arkansas or its political subdivisions, and no indebtedness of the open-enrollment public charter school shall involve or be secured by the faith, credit, or taxing power of the state or its political subdivisions. An open-enrollment public charter school shall not incur any debt, including any lease, without the prior review and approval of the Commissioner of Education.

Lessee: Responsive Education Solutions

By: _____ Date 8-22-13

Lessor: Two Rahling Centre, LLC

By: _____, Managing Member Date 8-21-13

ATTACHMENT 8

2013 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 involuntary close, the applicant confirms the understanding that any fees associated with the closing of the school including, but not limited to, removal of furniture, equipment, general expenses, etc., are the sole responsibility of the sponsoring entity. No indebtedness of any kind incurred or created by the open-enrollment public charter school shall constitute an indebtedness of the state or its political subdivisions, and no indebtedness of the open-enrollment public charter school shall involve or be secured by the faith, credit, or taxing power of the state or its political subdivisions. Upon dissolution of the open-enrollment public charter school or upon nonrenewal or revocation of the charter, all net assets of the open-enrollment public charter school, including any interest in real property, purchased with public funds shall be deemed the property of the state, unless otherwise specified in the charter of the open-enrollment public charter school. If the open-enrollment public charter school used state or federal funds to purchase or finance personal property, real property or fixtures for use by the open-enrollment public charter school, the authorizer may require that the property be sold. The state has a perfected priority security interest in the net proceeds from the sale or liquidation of the property to the extent of the public funds used in the purchase.

Marvin L. Reynolds
Signature of President of the Sponsoring Entity Board of Director

08/28/2013
Date

MARVIN L. REYNOLDS
Printed Name

ATTACHMENT 9

Table 1

School	Advanced/Proficient in Literacy			Advanced/Proficient in Math		
	2011-12	2012-13	Difference	2011-12	2012-13	Difference
Cloverdale Conversion Charter	45	43	-2	41	33	-8
Dunbar	73	69	-4	53	48	-5
Forest Heights	49	51	+2	43	38	-5
Henderson	54	45	-9	41	36	-5
Mabelvale	60	52	-8	52	45	-7
Mann Arts and Science Magnet	75	75	-	69	67	-2
Pulaski Heights	83	80	-3	74	70	-4

Table 2

	Enrollment	% FRL	% Minority	% Black	% Hispanic	% White	% Other
Cloverdale Middle School (LRSD)	704	90%	97%	77%	20%	3%	0%
Dunbar Magnet Middle School (LRSD)	735	81%	93%	84%	8%	7%	1%
Mabelvale Middle School (LRSD)	652	84%	93%	81%	12%	7%	1%
Pulaski Heights Middle School (LRSD)	780	44%	55%	50%	2%	45%	3%
Forest Heights Middle School (LRSD)	523	85%	91%	85%	4%	9%	2%
Henderson Middle School (LRSD)	708	90%	95%	85%	8%	5%	2%
Little Rock SD	23,594	72%	81%	67%	22%	19%	3%
Joe T. Robinson Middle School (PCSSD)	438	53%	51%	37%	8%	49%	5%
Pulaski County Special SD	17,245	57%	55%	43%	6%	45%	5%
Pulaski Co. 3-District[1]	-	66%	69%	57%	9%	31%	4%
Arkansas	-	61%	36%	21%	10%	64%	5%

[1] Little Rock School District, North Little Rock School District, and Pulaski County School District

Table 3

	Population	% Below Poverty Level	% Minority	% Black	% Hispanic	% White	% Other
Little Rock	196,537	17.8%	58.4%	42.3%	6.8%	46.7%	4.9%
Pulaski County	388,953	16.7%	46.3%	35.5%	6.0%	54.6%	4.8%
Arkansas	**2,949,131**	**18.4%**	**26.8%**	**15.6%**	**6.8%**	**73.9%**	**4.4%**

Table 4: Grades 6 - 8 Math Benchmark Results, 2008-09 to 2012-13

	% FRL	% Minority	2008-09	2009-10	2010-11	2011-12	2012-13	Growth[2]
Cloverdale Middle School (LRSD)[3]	90%	97%	35%	41%	41%	41%	33%	**-2%**
Dunbar Magnet Middle School (LRSD)	81%	93%	60%	54%	57%	53%	48%	**-12%**
Mabelvale Middle School (LRSD)	84%	93%	47%	53%	47%	52%	45%	**-2%**
Pulaski Heights Middle School (LRSD)	44%	55%	71%	79%	74%	74%	70%	**-1%**
Forest Heights Middle School (LRSD)	85%	91%	38%	44%	42%	43%	38%	**0%**
Henderson Middle School (LRSD)	90%	95%	37%	34%	37%	41%	36%	**-1%**
Little Rock SD[4]	72%	81%	52%	53%	52%	54%	49%	**-3%**
Joe T. Robinson Middle School (PCSSD)	53%	51%	65%	68%	66%	72%	70%	**+5%**
Pulaski County Special SD[5]	57%	55%	58%	60%	60%	64%	59%	**+1%**
LISA Academy-West	35%	74%	89%	84%	84%	83%	77%	**-12%**
Pulaski Co. 3-District Avg.	66%	69%	55%	56%	56%	58%	54%	**-1%**
Arkansas	61%	36%	73%	75%	77%	78%	71%	**-2%**

[2] Growth measured from 2008-08 to 2012-13
[3] Formerly Cloverdale Aerospace Technology Charter School (District conversion charter school) in 2010-11 and 2011-12
[4] Grades 6 – 8 average
[5] Grades 6 – 8 average

Table 5: Grades 6 - 8 Literacy Benchmark Results, 2008-09 to 2012-13

	% FRL	% Minority	2008-09	2009-10	2010-11	2011-12	2012-13	Growth[6]
Cloverdale Middle School (LRSD)	90%	97%	30%	37%	35%	45%	43%	**+13%**
Dunbar Magnet Middle School (LRSD)	81%	93%	56%	67%	66%	72%	69%	**+13%**
Mabelvale Middle School (LRSD)	84%	93%	44%	50%	50%	60%	52%	**+8%**
Pulaski Heights Middle School (LRSD)	44%	55%	71%	81%	79%	83%	80%	**+9%**
Forest Heights Middle School (LRSD)	85%	91%	41%	47%	47%	49%	51%	**+10%**
Henderson Middle School (LRSD)	90%	95%	40%	45%	43%	54%	45%	**+5%**
Little Rock SD[7]	72%	81%	52%	53%	52%	54%	60%	**+8%**
Joe T. Robinson Middle School (PCSSD)	53%	51%	60%	62%	63%	75%	70%	**+10%**
Pulaski County Special SD[8]	57%	55%	56%	62%	60%	71%	65%	**+9%**
LISA Academy—West	35%	74%	93%	89%	88%	90%	84%	**-9%**
Pulaski Co. 3-District Avg.	66%	69%	55%	56%	56%	58%	62%	**+7%**
Arkansas	61%	36%	68%	73%	75%	82%	76%	**+8%**

[6] Growth measured from 2008-08 to 2012-13
[7] Grades 6 – 8 average
[8] Grades 6 – 8 average

Table 6: Similar Schools to Forest Heights Middle School and Henderson Middle School, Grades 6 - 8 Math Benchmark Results, 2008-09 to 2012-13

School	District	Grades	Enrol l-ment	% FRL	% Minority	2008-09	2009-10	2010-11	2011-12	2012-13	Growth
Belair Middle School	Pine Bluff SD	6-7	298	89%	97%	38%	53%	57%	50%	40%	**+2%**
Lakeside Middle School	Lakeside SD-	6-8	228	100%	87%	54%	57%	53%	55%	61%	**+7%**
Ridgeroad Middle School	North Little Rock SD	6-8	693	91%	88%	43%	47%	49%	53%	54%	**+11%**
Robert F. Morehead Middle School[9]	Dollarway SD	6-8	308	92%	91%	35%	45%	50%	57%	46%	**+11%**
Southeast Middle School	Pine Bluff SD	6-7	389	85%	98%	49%	60%	56%	56%	57%	**+8%**
	Weighted Average			91%	92%	43%	51%	52%	54%	52%	**+9%**
Forest Heights Middle School	Little Rock SD	6-8	523	85%	91%	38%	44%	42%	43%	38%	**0%**
Henderson Middle School	Little Rock SD	6-8	708	90%	95%	37%	34%	37%	41%	36%	**-1%**

[9] Previously Dollarway Middle School

Table 7: Similar Schools to Forest Heights Middle School and Henderson Middle School, Grades 6 - 8 Literacy Benchmark Results, 2008-09 to 2012-13

School	District	Grades	Enrol l-ment	% FRL	% Minority	2008-09	2009-10	2010-11	2011-12	2012-13	Growth
Belair Middle School	Pine Bluff SD	6-7	298	89%	97%	34%	41%	39%	55%	46%	**+12%**
Lakeside Middle School	Lakeside SD-	6-8	228	100%	87%	55%	59%	63%	73%	68%	**+13%**
Ridgeroad Middle School	North Little Rock SD	6-8	693	91%	88%	44%	47%	51%	66%	52%	**+8%**
Robert F. Morehead Middle School	Dollarway SD	6-8	308	92%	91%	28%	43%	44%	60%	57%	**+29%**
Southeast Middle School	Pine Bluff SD	6-7	389	85%	98%	37%	54%	52%	57%	55%	**+18%**
	Weighted Average			91%	92%	40%	48%	50%	62%	54%	**+14%**
Forest Heights Middle School	Little Rock SD	6-8	523	85%	91%	41%	47%	47%	49%	51%	**+10%**
Henderson Middle School	Little Rock SD	6-8	708	90%	95%	40%	45%	43%	54%	45%	**+5%**

Table 8: Similar Schools to Joe T. Robinson Middle School, Grades 6 - 8 Math Benchmark Results, 2008-09 to 2012-13

School	District	Grades	Enrol l-ment	% FRL	% Minority	2008-09	2009-10	2010-11	2011-12	2012-13	Growth
Elmwood Middle School	Rogers SD	6-8	881	58%	45%	77%	79%	81%	84%	79%	**+2%**
Goza Middle School	Arkadelphia SD	6-8	465	57%	43%	74%	77%	79%	81%	79%	**+5%**
Kirksey Middle School	Rogers SD	6-8	859	56%	49%	77%	82%	83%	82%	80%	**+3%**
Maumelle Middle School	Pulaski County Special SD	6-8	884	45%	48%	63%	67%	67%	71%	64%	**+1%**
Sylvan Hills Middle School	Pulaski County Special SD	6-8	890	55%	55%	52%	55%	60%	75%	62%	**+10%**
	Weighted Average			54%	49%	68%	71%	73%	78%	72%	**+4%**
Joe T. Robinson Middle School	Pulaski County Special SD	6-8	438	53%	51%	65%	68%	66%	72%	70%	**+5%**

Table 9: Similar Schools to Joe T. Robinson Middle School, Grades 6 - 8 Literacy Benchmark Results, 2008-09 to 2012-13

School	District	Grades	Enroll-ment	% FRL	% Minority	2008-09	2009-10	2010-11	2011-12	2012-13	Growth
Elmwood Middle School	Rogers SD	6-8	881	58%	45%	81%	84%	83%	88%	88%	**+7%**
Goza Middle School	Arkadelphia SD	6-8	465	57%	43%	64%	74%	75%	84%	76%	**+12 %**
Kirksey Middle School	Rogers SD	6-8	859	56%	49%	79%	84%	88%	88%	88%	**+9%**
Maumelle Middle School	Pulaski County Special SD	6-8	884	45%	48%	59%	67%	65%	78%	76%	**+17 %**
Sylvan Hills Middle School	Pulaski County Special SD	6-8	890	55%	55%	56%	65%	66%	84%	69%	**+13 %**
	Weighted Average			54%	49%	68%	75%	75%	84%	80%	+12 %
Joe T. Robinson Middle School	Pulaski County Special SD	6-8	438	53%	51%	60%	62%	63%	75%	70%	**+10 %**

Additional Information as Submitted by the Applicant for the State Board of Education

Redfield Tri-County

Public Charter School Application
Personnel Salary Schedule

Line#	Administrative Positions: List Positions	2014-2015 No. FTEs	Salary 2014-2015	2015-2016 No. FTEs	Salary 2015-2016
1	Director/CFO/Principal	1	$67,500.00	1	$68,500.00
2	Administrative Assistant	1	$26,500.00	1	$27,000.00
3	Principal	0		1	$55,000.00
4					
5					
6					
7	**Subtotal:**		$94,000.00		$150,500.00
8	Fringe Benefits (rate used 30%)		$28,200.00		$45,150.00
9	**Total Administration:**		$122,200.00		$195,650.00

	Regular Classroom Instruction:	2014-2015 No. FTEs		2015-2016 No. FTEs	
10	Teachers	9	$34,314.00	12	$35,021.00
11	Aides	4	$20,500.00	5	$20,910.00
12	**Subtotal:**		$390,826.00		$524,802.00
13	Teacher Fringe Benefits (rate used 30%)		$92,647.80		$126,075.60
14	Aide Fringe Benefits (rate used 25%)		$20,500.00		$26,137.50
15	**Total Regular Classroom Instruction:**		$503,973.80		$677,015.10

	Special Education:	2014-2015 No. FTEs		2015-2016 No. FTEs	
16	Teachers	1	$34,314.00	1	$35,021.00
17	Aides	0	$0.00		
18	**Subtotal:**		$34,314.00		$35,021.00
19	Teacher Fringe Benefits (rate used 30%)		$10,294.20		$10,506.30
20	Aide Fringe Benefits (rate used _____)		$0.00		
21	**Total Special Education:**		$44,608.20		$45,527.30

	Gifted and Talented Program:	2014-2015 No. FTEs		2015-2016 No. FTEs	
22	Teachers	0		0	
23	Aides	0		0	
24	**Subtotal:**		$0.00		$0.00
25	Teacher Fringe Benefits (rate used _____)		$0.00		$0.00
26	Aide Fringe Benefits (rate used _____)		$0.00		$0.00
27	**Total Gifted and Talented Program:**		$0.00		$0.00

Alternative Education Program/ Alternative Learning Environments:

	2014-2015 No. FTEs	Salary 2014-2015	2015-2016 No. FTEs	Salary 2015-2016
Teachers	0		0	
Aides	0		0	
Subtotal:		$0.00		$0.00
Teacher Fringe Benefits (rate used _____)		$0.00		$0.00
Aide Fringe Benefits (rate used _____)		$0.00		$0.00
Total Alternative Education Program/ Alternative Learning Environments:		$0.00		$0.00

English Language Learner Program:

List Positions	2014-2015 No. FTEs		2015-2016 No. FTEs	
No funds budgeted because of waiver	0	$0.00	0	$0.00
Subtotal:		$0.00		$0.00
Fringe Benefits (rate used 30%)		$0.00		$0.00
Total English Language Learner Program:		$0.00		$0.00

Guidance Services:

List Positions	2014-2015 No. FTEs		2015-2016 No. FTEs	
Part-Time Guidance Counselor	0.5	$34,314.00	0	
Full-Time Guidance Counselor	0		1	$35,021.00
Subtotal:		$17,157.00		$35,021.00
Fringe Benefits (rate used 30%)		$5,147.10		$10,506.30
Total Guidance Services:		$22,304.10		$45,527.30

Health Services:

List Positions	2014-2015 No. FTEs		2015-2016 No. FTEs	
To Be Contracted Out	0		0	
Subtotal:		$0.00		$0.00
Fringe Benefits (rate used _____)		$0.00		$0.00
Total Health Services:		$0.00		$0.00

Media Services:

	List Positions	2014-2015 No. FTEs		2015-2016 No. FTEs	
58	Media Specialist	0.5	$34,314.00	1	$34,750.00
59					
60					
61					
62					
63	**Subtotal:**		$17,157.00		$34,750.00
64	Fringe Benefits (rate used 30%)		$5,147.10		$10,425.00
65	**Total Media Services:**		$22,304.10		$45,175.00

Fiscal Services:

	List Positions	2014-2015 No. FTEs		2015-2016 No. FTEs	
66	Bookkeeper	1	$32,000.00	1	$32,500.00
67					
68					
69					
70					
71	**Subtotal:**		$32,000.00		$32,500.00
72	Fringe Benefits (rate used 30%)		$9,600.00		$9,750.00
73	**Total Fiscal Services:**		$41,600.00		$42,250.00

Maintenance and Operation:

	List Positions	2014-2015 No. FTEs		2015-2016 No. FTEs	
74	To be contracted out	0		0	
75					
76					
77					
78					
79	**Subtotal:**		$0.00		$0.00
80	Fringe Benefits (rate used)		$0.00		$0.00
81	**Total Maintenance and Operation:**		$0.00		$0.00

Pupil Transportation:

	List Positions	2014-2015 No. FTEs		2015-2016 No. FTEs	
82	Bus Driver (2 drivers)	1	$14,000.00	1.5	$14,400.00
83					
84					
85					
86					
87	**Subtotal:**		$14,000.00		$21,600.00
88	Fringe Benefits (rate used 25%)		$3,500.00		$5,400.00
89	**Total Pupil Transportation:**		$17,500.00		$27,000.00

	Food Services:	2014-2015 No. FTEs		2015-2016 No. FTEs	
	List Positions				
90	To be contracted out	0		0	
91					
92					
93					
94					
95	**Subtotal:**		$0.00		$0.00
96	Fringe Benefits (rate used _____)		$0.00		$0.00
97	**Total Food Services:**		$0.00		$0.00

	Data Processing:	2014-2015 No. FTEs		2015-2016 No. FTEs	
	List Positions				
98	To be contracted out	0		0	
99					
100					
101					
102					
103	**Subtotal:**		$0.00		$0.00
104	Fringe Benefits (rate used _____)		$0.00		$0.00
105	**Total Data Processing:**		$0.00		$0.00

	Substitute Personnel:	2014-2015 No. FTEs		2015-2016 No. FTEs	
106	Number of **Certified** Substitutes 0	0		0	
107	Number of **Classified** Substitutes 0	0		0	
108	**Subtotal:**		$0.00		$0.00
109	Certified Fringe Benefits (rate used _____)		$0.00		$0.00
110	Classified Fringe Benefits (rate used _____)		$0.00		$0.00
111	**Total Substitute Personnel:**		$0.00		$0.00

112	**TOTAL EXPENDITURES FOR SALARIES:**	$774,490.20	$1,078,144.70

Public Charter School Application
Estimated Budget Template

REVENUES

Line#		2014-2015 Amount:	2015-2016 Amount:
	State Public Charter School Aid:		
	2014-2015		
1	No. of Students 175 x $6,521.00 State Foundation Funding	$1,141,175.00	
2	No. of Students 175 x $44.00 Professional Development	$7,700.00	
3	No. of Students 105 x $517.00 eligible rate* NSL Funding	$54,285.00	
4	No. of Students ____ x ____ Other: *Explain Below*		
5			
	2015-2016		
6	No. of Students 225 x $6,521.00 State Foundation Funding		$1,467,225.00
7	No. of Students 225 x $44.00 Professional Development		$9,900.00
8	No. of Students 135 x $517.00 eligible rate* NSL Funding		$69,795.00
9	No. of Students ____ x ____ Other: *Explain Below*		
10			
11	**Total State Charter School Aid:**	$1,203,160.00	$1,546,920.00
	Other Sources of Revenues:		
	(MUST UPLOAD DOCUMENTATION VERIFYING ALL AMOUNTS LISTED AS OTHER SOURCES OF REVENUE)		
12	Private Donations or Gifts	$85,000.00	$85,000.00
13	Federal Grants (List the amount)		
14	Special Grants (List the amount)		
	Other *(Specifically Describe)*		
15	LOI For Donation From KRMS	$12,000.00	
16	**Total Other Sources of Revenues:**	$97,000.00	$85,000.00
17	**TOTAL REVENUES:**	$1,300,160.00	$1,631,920.00

EXPENDITURES

		2014-2015 Amount:	2015-2016 Amount:
	Administration:		
18	Salaries and Benefits	$122,200.00	$195,650.00
	Purchased Services - List Vendors Below		
19	**V - AD 1** Pest Control	$1,000.00	$1,000.00
20	**V - AD 2** Copier Lease	$6,000.00	$6,000.00
21	**V - AD 3** Staff Development	$2,500.00	$3,500.00
22	**V - AD 4**		
23	**V - AD 5**		
24	Supplies and Materials	$3,000.00	$3,500.00
25	Equipment		
	Other (List Below)		
26			
27			
28			
29			
30			
31	**Total Administration:**	$134,700.00	$209,650.00

			2014-2015 Amount:	2015-2016 Amount:
	Regular Classroom Instruction:			
32		Salaries and Benefits	$503,973.80	$677,015.10
		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	$5,500.00	$6,500.00
39		Equipment		
		Other (List Below)		
40		Textbooks	$65,000.00	$40,000.00
41		Tables and Chairs for students	$5,000.00	$2,000.00
42		Desks and chairs for teachers and staff donated	$0.00	$0.00
43				
44				
45		**Total Regular Classroom Instruction:**	$579,473.80	$725,515.10
	Special Education:			
46		Salaries and Benefits	$44,608.20	$45,527.30
		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	$200.00	$500.00
53		Equipment	$1,000.00	$1,500.00
		Other (List Below)		
54				
55				
56				
57				
58				
59		**Total Special Education:**	$45,808.20	$47,527.30
	Gifted and Talented Program:			
60		Salaries and Benefits	$0.00	$0.00
		Purchased Services - List Vendors Below		
61	V - GT1	Gifted and Talented Instructor	$7,000.00	$7,000.00
62	V - GT2			
63	V - GT3			
64	V - GT4			
65	V - GT5			
66		Supplies and Materials	$500.00	$500.00
67		Equipment		
		Other (List Below)		
68				
69				
70				
71				
72				
73		**Total Gifted and Talented Program:**	$7,500.00	$7,500.00

			2014-2015 Amount:	2015-2016 Amount:
	Alternative Education Program/ Alternative Learning Environments:			
74		Salaries and Benefits	$0.00	$0.00
		Purchased Services - List Vendors Below		
75	V - ALE1	No funds budgeted because of waiver		
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:**	$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		
95		Equipment		
		Other (List Below)		
96		Stipend for ELL Duties	$550.00	$565.00
97				
98				
99				
100				
101		**Total English Language Learner Program:**	$550.00	$565.00
	Guidance Services:			
102		Salaries and Benefits	$22,304.10	$45,527.30
		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:**	$22,304.10	$45,527.30

			2014-2015 Amount:	2015-2016 Amount:
	Health Services:			
116		Salaries and Benefits	$0.00	$0.00
		Purchased Services - List Vendors Below		
117	V - HS1	Part Time Nurse	$20,000.00	$20,400.00
118	V - HS2			
119	V - HS3			
120	V - HS4			
121	V - HS5			
122		Supplies and Materials	$250.00	$350.00
123		Equipment	$1,000.00	$500.00
		Other (List Below)		
124				
125				
126				
127				
128				
129		**Total Health Services:**	$21,250.00	$21,250.00
	Media Services:			
130		Salaries and Benefits	$22,304.10	$45,175.00
		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:**	$22,304.10	$45,175.00
	Fiscal Services:			
144		Salaries and Benefits	$41,600.00	$42,250.00
		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				
153				
154				
155				
156				
157		**Total Fiscal Services:**	$41,600.00	$42,250.00

			2014-2015 Amount:	2015-2016 Amount:
	Maintenance and Operation:			
158		Salaries and Benefits	$0.00	$0.00
		Purchased Services - List Vendors Below INCLUDE UTILITIES		
159	V - MO1	Custodial Contract	$6,000.00	$6,200.00
160	V - MO2			
161	V - MO3			
162	V - MO4			
163	V - MO5			
164		Supplies and Materials		
165		Equipment		
		Other (List Below)		
166		Electric	$14,000.00	$16,000.00
167		Water	$4,000.00	$4,750.00
168		Phone	$800.00	$800.00
169		Dumpster	$1,800.00	$1,800.00
170				
171		**Total Maintenance and Operation:**	$26,600.00	$29,550.00
	Pupil Transportation:			
172		Salaries and Benefits	$17,500.00	$27,000.00
		Purchased Services - List Vendors Below		
173	V - PT1	Bus Maintenance	$4,000.00	$4,080.00
174	V - PT2			
175	V - PT3			
176	V - PT4			
177	V - PT5			
178		Supplies and Materials	$1,000.00	$1,200.00
179		Equipment		
		Other (List Below)		
180		2 Used Buses	$5,000.00	$0.00
181		Gasoline for Buses	$24,000.00	$25,000.00
182		Used Bus	$0.00	$8,000.00
183				
184				
185		**Total Pupil Transportation:**	$51,500.00	$65,280.00
	Food Services:			
186		Salaries and Benefits	$0.00	$0.00
		Purchased Services - List Vendors Below		
187	V - FD1	Cafeteria Workers (2)	$28,000.00	$28,000.00
188	V - FD2	Food Contract	$37,500.00	$42,750.00
189	V - FD3			
190	V - FD4			
191	V - FD5			
192		Supplies and Materials		
193		Equipment		
		Other (List Below)		
194		Cafeteria Tables Donated by Community	$0.00	$0.00
195				
196				
197				
198				
199		**Total Food Services:**	$65,500.00	$70,750.00

			2014-2015 Amount:	2015-2016 Amount:
	Data Processing:			
200		Salaries and Benefits	$0.00	$0.00
		Purchased Services - List Vendors Below		
201	V - DP1	IT Support	$20,000.00	$22,500.00
202	V - DP2			
203	V - DP3			
204	V - DP4			
205	V - DP5			
206		Supplies and Materials	$1,200.00	$2,000.00
207		Equipment	$14,000.00	$10,000.00
		Other (List Below)		
208		Internet Service	$1,200.00	$1,200.00
209		Printers	$1,500.00	$2,100.00
210		Computers	$16,000.00	$26,000.00
211		Tablets/IPADs	$10,000.00	$50,000.00
212				
213		**Total Data Processing:**	$63,900.00	$113,800.00
	Substitute Personnel:			
214		Salaries and Benefits	$0.00	$0.00
		Purchased Services - List Vendors Below		
215	V - SB1	3 Substitutes @$60 per day avg 2 days per wk	$12,960.00	$17,280.00
216	V - SB2	2nd yr 4 Substitutes @$60 a day avg 2days wk		
217	V - SB3			
218	V - SB4			
219	V - SB5			
220		**Total Substitute Personnel:**	$12,960.00	$17,280.00
	Facilities:			
221		Lease/Purchase Contract for One Full Year	$6,000.00	$6,000.00
		Facility Upgrades - List Upgrades Below		
222		Leased Modular Bldgs	$36,000.00	$43,200.00
223		City Sewer and Water	$25,000.00	$5,000.00
224		Paving	$10,000.00	$1,000.00
225		Hauling, Setup, Steps&Ramps for Modular Bldg	$36,000.00	$6,200.00
226				
227				
228				
229		Property Insurance for One Full Year	$4,000.00	$4,500.00
230		Content Insurance for One Full Year	$2,500.00	$3,000.00
231		**Total Facilities:**	$119,500.00	$68,900.00

	Debt Expenditures:	2014-2015 Amount:	2015-2016 Amount:
	List Debts Below		
232			
233			
234			
	Total Debts:		
	Other Expenditures:		
	List Other Expenditures Below		
235	Athletic Stipends For Coaching	$4,000.00	$6,000.00
236	Membership Fee For APSRC	$2,500.00	$2,500.00
237	Publish Annual Reports in Newspaper	$4,000.00	$4,000.00
238	Comprehension/Career Assessments	$10,000.00	$14,000.00
239	Curriculum Specialist	$9,000.00	$12,000.00
240			
241	**TOTAL EXPENDITURES:**	$1,244,950.20	$1,549,019.70
242	**Net Revenue over Expenditures:**	$55,209.80	$82,900.30

Note: If any major area is zero, type explanation where items would be listed. Example: No funds budgeted for GT because of waiver.

Redfield Tri-County Charter School

Waiver Updates

14 November 2013

Based on information received from the Arkansas Department of Education (ADE) legal staff in the Redfield Tri-County Charter School Summary, RTCCS would like to make the following changes to our request for waivers:

- **Ark. Code Ann. § 6-15-1005 Safe and Equitable Schools**

  RTCCS should have only requested a waiver of Ark. Code Ann. § 6-15-1005(b)(5) because it pertains to ALE. Please amend the RTCCS request to only include Ark. Code Ann. § 6-15-1005(b)(5) instead of Ark. Code Ann. § 6-15-1005 in its entirety.

- **Ark. Code Ann. § 6-16-102 School Day Hours; Standards for Accreditation Section 10.01.4 and 14.0**

  RTCCS should not have requested a waiver of Ark. Code Ann. § 6-16-102. The amount of instructional time RTCCS is planning during the school day negates the need for this waiver request. Please disregard the RTCCS waiver request for Ark. Code Ann. § 6-16-102 School Day Hours; Standards for Accreditation Section 10.01.4 and 14.03.

- **Section 6 and 7 of the ADE Rules Governing School District Requirements for Personnel Policies, Salary Schedules, Minimum Salaries, and Documents Posted to District Websites**

  RTCCS should have requested a waiver request for Section 6 and 7 of the ADE Rules Governing School District Requirements for Personnel Policies, Salary Schedules, Minimum Salaries, and Documents Posted to District Websites. Please amend the RTCCS waiver requests to include a waiver request for Section 6 and 7 of the ADE Rules Governing School District Requirements for Personnel Policies, Salary Schedules, Minimum Salaries, and Documents Posted to District Websites.

Redfield Tri-County Charter School

Gifted and Talented

14 November 2013

A non-discriminatory comprehensive identification plan will be used to identify students from all cultural and economic backgrounds. Nominations will be on-going and can come from community members, parents, staff and faculty, and self-nomination. Multi-criteria, both objective and subjective, will be used with no single criterion or cut-off score. ADE approved standardized achievement and mental ability tests, creative rating scales, and parent and teacher rating scales may be used as evaluation tools. An identification committee of at least 5 members, made up from faculty and/or community members and chaired by a trained gifted educator, will be named to assist with placement.

All content area and regular classroom teachers in grades 5 and 6 will serve the needs of the gifted student through a consultant teacher model. Working in tandem with these teachers, services will be delivered by developing management plans, demonstration lessons and monitoring student progress.

In grades 7 and 8, a trained teacher or consultant will work with content area teachers to design differentiated curriculum to meet the needs of the identified gifted student. Project based content and acceleration in content are just two examples of differentiation.

Field trips, guest speakers, Quiz Bowl, the Stock Market Game and Chess are examples of activities that may be offered to gifted and talented students. A chess club will be initiated where gifted students can teach chess to other students not in the gifted program.

A Gifted and Talented consultant will conduct on-going teacher training in addition to the training teachers receive during faculty in-service on the needs of the gifted. Teachers will be trained to differentiate the curriculum and to maintain records for the program.

The social and emotional needs of the gifted child will be met through peer interaction on projects, and other planned activities as well as through content satisfying to the intellectual needs of the student. Additionally, the Gifted and Talented consultant will be available to guide and assist teachers on meeting the social and emotional needs of the gifted students.

RTCCS Example Bus Routes

(Actual Routes May Vary)

Bus #1

Redfield to Woodson	8 miles	3 stops
Woodson to 530	4 miles	2 stops
Woodson Lateral to 48	3 miles	1 stop
48 to Orion Church	5 miles	0 stops
Orion Church to Redfield	8 miles	5 stops
Redfield to River	5 miles	0 stops
River to School	5 miles	3 stops
Total	38 Miles	14 stops

Bus #2

Redfield to 104	8 miles	3 stops
104 back to Stage Coach	3 miles	3 stops
Stage Coach to 46	5 miles	3 stops
46 to Providence Church	4 miles	3 stops
Providence Church to Redfield	8 miles	2 stops
Redfield to Handley	3 miles	2 stops
Handley to Housing area & School	4 miles	3 stops
Total	35 miles	18 stops

146 miles per day for 178 days of school = 25,988 miles per year

School bus averages 6 miles per gallon (mpg).

25,988 miles/ 6 mpg = 4,331 gallons of gas * $5 per gallon for an estimated $21,655 for gas used for pupil transportation to and from school.

Ball Games and Field Trips

Estimated 10 away games with an average of 80 miles round-trip totaling 800 miles / 6 mpg = 133 gallons of gas * $5 for an estimated $655 for gas for pupil transportation for away games

Estimated 8 field trips of an average of 60 miles round-trip totaling 600 miles / 6 mpg = 100 gallons of gas * $5 for an estimated $500 for gas for pupil transportation for field trips.

Total gas cost of $22,810.

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:
17053219373013
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,

Director, Exempt Organizations

Enclosure: Publication 4221-PC

October 31, 2013

Ken Shollmier
Shollmier Family Limited Partnership
13925 Beau Vue Dr.
Little Rock, AR 72223

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 make arrangements for The University of Arkansas at Fayetteville to donate the books which will be needed for the student's media center at Redfield Tri-County Charter School.

Sincerely,

Ken Shollmier

October 31, 2013

Ken Shollmier
Shollmier Family Limited Partnership
13925 Beau Vue Dr.
Little Rock, AR 72223

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.

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Upon approval to operate as a charter school, I will donate $85,000.00 to Redfield Tri-County Charter School.

Sincerely,

Ken Shollmier

The following items were donated by Redfield citizens to Redfield Tri-County Charter School.

QUANTITY	ITEM	VALUE EACH	TOTAL APPROX. VALUE
13	Administrative Desks	1500.00	19,500.00
13	Office Chairs (rolling)	200.00	2,600.00
35	Stationary Cushioned Office Chairs	200.00	7,000.00
8	2-drawer file cabinets	40.00	320.00
3	3-drawer file cabinets	60.00	180.00
4	4-drawer file cabinets (4' wide)	150.00	600.00
1	Set of 9 Lockers (metal)	200.00	200.00
16	Round Cafeteria-Style tables	400.00	6400.00
16	Stationary Chairs	50.00	800.00
4	Solid Wood Book Shelves	500.00	2,000.00
4	Sets of wall shelves with brackets	50.00	200.00
3	Microwave Ovens	200.00	600.00
13	Small Waste Baskets	20.00	260.00
4	Large rolling trash cans	40.00	160.00
50	Plastic Storage Boxes	10.00	500.00
100	Plastic Filing Trays	10.00	1,000.00
20	Heavy Duty Staplers	20.00	400.00
10	Heavy Duty Hole Punchers	20.00	200.00
150	3-Ring-Binders	5.00	750.00
5	Tape dispensers	10.00	50.00
	Various Office Supplies – Pens, Markers, Highlighters, Post-It Notes, Labels, Flag Stickers, 3"x8.5" Wallets, Notebooks, paper clips, staples, staple pullers, etc.	NA	500.00
2	Printers	450.00	900.00
35	Computers with Monitors	1500.00	52,500.00
		TOTAL VALUE	**$87,820**

Request for the State Board of Education to Review the Decision Made by the Charter Authorizing Panel

Redfield Tri-County Charter School
Redfield, Arkansas

RECEIVED
Arkansas Department of Education
Charter and Home School Office
11/20/2013 6:43 AM

19 November 2013

State Board of Education Members c/o Ms. Mary Perry

Charter and Home Schools Coordinator

Arch Ford Education Building

Four Capitol Mall

Little Rock, Arkansas

Dear State Board of Education Members:

Redfield Tri-County Charter School (RTCCS) Board of Directors respectively requests the State Board of Education review the Charter Authorizing Panel's decision to deny the RTCCS charter application. This request is based on the following reasons:

FINANCIAL STABILITY

During the hearing for RTCCS held on 14 November 2013, multiple panel members were evaluating RTCCS utilizing the budget from another application. RTCCS believes the members were accidently using the Quest budget. The members utilizing the Quest budget during the hearing not only affected their perception of the financial stability of RTCCS, but also biased the remaining members of the panel with their comments.

The use of another applicant's budget in the review of RTTCS also resulted in damaging the credibility of the speaker for RTCCS. The speaker was confused by the questions and comments related to the Quest budget and stated at least twice that she was confused and did not understand what the panel members were looking at. The panel did not make an effort to clear up the confusion identified by the speaker but instead continued with the next question. The event unsettled the speaker and adversely affected her ability to respond to the remaining questions during the hearing.

RTCCS also included a Letter of Intent (LOI) from Mr. Ken Shollmier for a donation of $85,000 in their brief during the presentation portion of the hearing. Each panel member was given a copy of the LOI. RTCCS asserts none of the members considered this LOI while evaluating the financial stability of RTCCS. RTCCS believes had Mr. Shollmier's donation been considered in the evaluation, it would have alleviated the concerns of panel members on the amount of money budgeted for pupil transportation and textbooks.

Based on budgets submitted with their original applications, the two applications (Quest and Exalt) which were authorized by the panel had net revenue over expenditures ratios of approximately 4%. With the LOI from Mr. Shollmier included, RTCCS had net revenue over expenditures ratio of approximately 9%.

Panel members utilizing the Quest budget during the evaluation of the RTCCS application, while unintentional, is a significant issue. The LOI from Mr. Shollmier not being considered after it was presented to the panel had a major impact as well. RTCCS asserts these two reasons warrant the Charter Authorizing Panel's decision to be appealed.

DEVELOPMENT OF CURRICULUM

Concerns on the curriculum were not stated in the summary document. The summary document only listed one remaining unresolved issue. This issue dealt with the RTCCS ability to meet the needs of gifted and talented students. Gifted and talented services were addressed by RTCCS during the brief before the Charter Authorizing Panel.

RTCCS had submitted information on curriculum on Questions 5 and 7 in our application. The metrics for question C5 included "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". There were no questions related to the curricular in the ADE Evaluation and Applicant Responses. ADE questions on C5 focused on the enrollment cap, instructional strategies, and length of school day.

RTCCS had submitted an application to join the Arkansas Public School Resource Center (APSRC) in July 2013. RTCCS intent was to utilize APSRC for curriculum expertise. The RTCCS application to join APSRC was denied because we were not authorized for a charter. This information led RTCCS to believe specifics related to curriculum development could be accomplished after authorization.

In the charter application, Question 7 stated "Describe the process that **will be used to develop and align** the curriculum with the Arkansas Curriculum Frameworks and the curriculum requirements of the Common Core State Standards as adopted by the State Board of Education". The verb tense of this statement indicates the curriculum does not have to be developed at this time. This wording coupled with the denial of the RTCCS application to join APSRC, led RTCCS to understand the specifics of curriculum could be determined after receiving authorization. RTCCS provided a general description of

the curriculum in our application and responses, but also stated the curriculum would be fully aligned with and follow the Arkansas Common Core State Standards.

There was an ADE response to the RTCCS application answer on Question 7 and RTCCS provided more detail in our response document. When RTCCS received the ADE summary, there were no unresolved issues pertaining to the development and alignment of the curriculum. Based on no issues being identified, RTCCS believed their approach to develop and align the curriculum after receiving authorization was acceptable. Authorization would have allowed us to submit another application to APSRC and utilize their expertise. Had there been a statement in the summary indicating the ADE had unresolved issues with the development of the curriculum, RTCCS had funds available and would have paid a curriculum specialist to further define the curriculum in more detail than was included in our application and responses.

RTCCS asserts the ADE concerns pertaining to the development of curriculum should have been identified in the RTCCS Summary. This would have allowed RTCCS to hire a curriculum specialist and present more germane information pertaining to the development of curriculum during the hearing. RTCCS believes the oversight of not listing ADE concerns pertaining to curriculum development as an unresolved issue resulted in the applicant being caught off guard with the curriculum development questions. RTCCS has invested hundreds of hours of manpower researching, preparing the 501(c)(3) application, preparing the charter application, developing a budget, preparing responses to ADE questions, and developing the presentation which equates into tens of thousands of dollars. The cost of a curriculum specialist would have been a small price to pay in comparison.

RTCCS maintains the families living in the communities in the Pulaski, Grant, and Jefferson tri-county area have voiced their desire to have a charter school. Almost 800 signatures were collected in support of an open-enrollment charter school. There was no opposition to the RTCCS charter application. The middle schools near the Pulaski, Grant, and Jefferson tri-county area are in a Needs Improvement status. The RTCCS budget has net revenue to expenditure ratio of 9% with the inclusion of Mr. Shollmier's donation upon receiving authorization. There are no other charter schools in the area. The RTCCS application is the result of hundreds of hours of volunteer time. The families and communities of the Pulaski, Grant, and Jefferson tri-county area are passionate in their desire to have an open-enrollment charter school and hopeful their efforts to develop and sustain an open-enrollment charter school in the area are rewarded with an authorization.

The two areas, curriculum development and budget, were the only areas identified by the panel in making a motion to deny the RTCCS application. All members of the Charter Authorizing Panel cited finances and curriculum for their agreement with the motion to deny the RTCCS application. RTCCS asserts the Charter Authorizing Panel's decision to deny the RTCCS application should be reviewed by the State Board of Education.

Sincerely,

Larry O'Briant
Redfield Tri-County Charter School

Notification of

Charter Authorizing

Panel Decision

Redfield Tri-County Charter School
Redfield, Arkansas

ARKANSAS DEPARTMENT OF EDUCATION

Dr. Tom W. Kimbrell
Commissioner

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

November 14, 2013

Mr. Larry O'Briant
Redfield Tri-County Charter School
712 Schoolwood Cove
Redfield, Arkansas 72132

RE: Notification of Charter Authorizing Panel Decision
Redfield Tri-County Charter School

Dear Mr. O'Briant:

On November 14, 2013, the Charter Authorizing Panel met and denied the application for the Redfield Tri-County Charter School. Ark. Code Ann. § 6-23-702(b)(2)(A) allows charter applicants and affected school districts **to request** that the State Board of Education review a final decision of the Charter Authorizing Panel. A request must state the specific reasons that the board should review the decision.

Ark. Code Ann. § 6-23-703(a) requires the State Board of Education to consider requests for review of Charter Authorizing Panel decisions at its next meeting after the decisions are made. Therefore, a review request must be submitted, via email, no later than 4:00 p.m. on Wednesday, November 20, 2013, in order for the request to be included on the State Board of Education agenda for the meeting on December 9, 2013. 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).

If you have any questions, I may be reached by phone at (501) 683-5312 or by email at mary.perry@arkansas.gov.

Sincerely,

Mary Perry, Coordinator
Charter and Home Schools Office

C: Dr. Larry Smith, Superintendent, White Hall School District
Ms. Brenda Haynes, Superintendent, Sheridan School District
Dr. Jerry Guess, Superintendent, Pulaski County Special School District
Ms. Kendra Clay, Staff Attorney, Arkansas Department of Education

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

An Equal Opportunity Employer

Materials Distributed by the Applicant at the Hearing

Redfield Tri-County Charter School
Redfield, Arkansas

2013-2014 Application Cycle

Redfield Tri-County Charter School

Important Updates

14 November 2013

Redfield Tri-County Charter School

Gifted and Talented

14 November 2013

A non-discriminatory comprehensive identification plan will be used to identify students from all cultural and economic backgrounds. Nominations will be on-going and can come from community members, parents, staff and faculty, and self-nomination. Multi-criteria, both objective and subjective, will be used with no single criterion or cut-off score. ADE approved standardized achievement and mental ability tests, creative rating scales, and parent and teacher rating scales may be used as evaluation tools. An identification committee of at least 5 members, made up from faculty and/or community members and chaired by a trained gifted educator, will be named to assist with placement.

All content area and regular classroom teachers in grades 5 and 6 will serve the needs of the gifted student through a consultant teacher model. Working in tandem with these teachers, services will be delivered by developing management plans, demonstration lessons and monitoring student progress.

In grades 7 and 8, a trained teacher or consultant will work with content area teachers to design differentiated curriculum to meet the needs of the identified gifted student. Project based content and acceleration in content are just two examples of differentiation.

Field trips, guest speakers, Quiz Bowl, the Stock Market Game and Chess are examples of activities that may be offered to gifted and talented students. A chess club will be initiated where gifted students can teach chess to other students not in the gifted program.

A Gifted and Talented consultant will conduct on-going teacher training in addition to the training teachers receive during faculty in-service on the needs of the gifted. Teachers will be trained to differentiate the curriculum and to maintain records for the program.

The Gifted and Talented consultant will utilize a Pull-out program to deliver instructional services to the identified gifted students. The services will be delivered in an instructional space proportionately sized based on the number of identified gifted students served at any one time. The social and emotional needs of the gifted child will be met through peer interaction on projects, and other planned activities as well as through content satisfying to the intellectual needs of the student. Additionally, the Gifted and Talented consultant will be available to guide and assist teachers on meeting the social and emotional needs of the gifted students.

Redfield Tri-County Charter School

Waiver Updates

14 November 2013

Based on information received from the Arkansas Department of Education (ADE) legal staff in the Redfield Tri-County Charter School Summary, RTCCS would like to make the following changes to our request for waivers:

- **Ark. Code Ann. § 6-15-1005 Safe and Equitable Schools**

  RTCCS should have only requested a waiver of Ark. Code Ann. § 6-15-1005(b)(5) because it pertains to ALE. Please amend the RTCCS request to only include Ark. Code Ann. § 6-15-1005(b)(5) instead of Ark. Code Ann. § 6-15-1005 in its entirety.

- **Ark. Code Ann. § 6-16-102 School Day Hours; Standards for Accreditation Section 10.01.4 and 14.0**

  RTCCS should not have requested a waiver of Ark. Code Ann. § 6-16-102. The amount of instructional time RTCCS is planning during the school day negates the need for this waiver request. Please disregard the RTCCS waiver request for Ark. Code Ann. § 6-16-102 School Day Hours; Standards for Accreditation Section 10.01.4 and 14.03.

- **Section 6 and 7 of the ADE Rules Governing School District Requirements for Personnel Policies, Salary Schedules, Minimum Salaries, and Documents Posted to District Websites**

  RTCCS should have requested a waiver request for Section 6 and 7 of the ADE Rules Governing School District Requirements for Personnel Policies, Salary Schedules, Minimum Salaries, and Documents Posted to District Websites. Please amend the RTCCS waiver requests to include a waiver request for Section 6 and 7 of the ADE Rules Governing School District Requirements for Personnel Policies, Salary Schedules, Minimum Salaries, and Documents Posted to District Websites.

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:
17053219373013
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,

Director, Exempt Organizations

Enclosure: Publication 4221-PC

Letter 947 (DO/CG)

October 31, 2013

Ken Shollmier
Shollmier Family Limited Partnership
13925 Beau Vue Dr.
Little Rock, AR 72223

Subject: Contribution towards the establishment of Redfield Tri-County Charter School

Respected Ladies and Gentlemen:

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Sincerely,

Ken Shollmier

Redfield Tri-County Charter School

Summary

Redfield Tri-County Charter School
Redfield, Arkansas

Redfield Tri-County Charter School

Grade Level(s):	5-12 (5-8 in Year 1 adding a grade per year)
Student Enrollment Cap:	375 (175 in Year 1)
Name of the Sponsoring Entity:	Redfield Tri-County Charter School
IRS Status	Applied for 501(c)(3) Non-Profit Status
Address:	116 River Road 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 themselves and their community.

Information on the School District in Which the Charter Would Be Located
White Hall School District
41.63% free and reduced-price lunch (2012-2013)
Needs Improvement District (ESEA 2012) - Mathematics

Issue that Remains Unresolved as Determined by the Charter Internal Review Committee
- The ability to meet the needs of gifted and talented students

Documentation Provided in Support of the Charter

Documents Included in the Application

Petition with 23 signatures

Letters

Representative Andy Mayberry	Arkansas House of Representatives
Mayor Tony Lawhon	City of Redfield
Gary L. Case	McDaniel & Company Realtors
Regina Pickering (Generic Letter)	Parent

Other Documents (available for review)

Petitions with 796 signatures

Letters

Tiffany Tuck Spivey	Redfield Chamber of Commerce
Scott Lockhart	Terri Foods, Inc., Redfield

Generic Letters

Jean Berry	Parent/Guardian
Joseph L. Berry	Parent/Guardian

Connie Clark	Parent/Guardian
Herman D. Crabb	Parent/Guardian
Judy Crabb	Parent/Guardian
Mlynda L. Crabb	Parent/Guardian
D. Cruz	Parent/Guardian
Nila Ferill	Parent/Guardian
Jamie Gibson	Parent/Guardian
C. Haley	Parent/Guardian
Judy Haley	Parent/Guardian
Alisa Jackson	Parent/Guardian
Alton Jackson	Parent/Guardian
D'Lane Kight	Parent/Guardian
James Kight	Parent/Guardian
Arlis McCullah	Parent/Guardian
Mildred Moyer	Parent/Guardian
Barbara L. Nichol	Parent/Guardian
William T. Nichol	Parent/Guardian
Brenda Oliver	Parent/Guardian
Christy Packham	Parent/Guardian
Carolyn Reynolds	Parent/Guardian
Jennifer Rych	Parent/Guardian
Leon Smith	Parent/Guardian
Scott Stewart	Parent/Guardian
14 with illegible signatures	Parent/Guardian

Requested Waivers

Note from legal staff:

The Charter Authorizing Panel should examine each waiver requested by the applicant. Particular attention should be paid to the following waiver requests which traditionally have either not been granted or have warranted additional discussion by the authorizer:

- **Ark. Code Ann. § 6-15-1005 Safe and Equitable Schools**
  - The Applicant requested at waiver of this statute as it pertains to ALE. A waiver specific to ALE should only include Ark. Code Ann. § 6-15-1005(b)(5).
- **Ark. Code Ann. § 6-16-102 School Day Hours; Standards for Accreditation Sections 10.01.4 and 14.03**
  - The Applicant has indicated its program may necessitate a "school day" shorter or longer than six hours. However, the proposed daily schedule (Application, Attachment 5) shows 400 minutes of instructional time each day. This waiver is not necessary for an instructional day longer than six hours.
  - The Panel lacks the authority to grant a waiver of graduation requirements. However, in the past the authorizer has granted a waiver of the 120 clock hour requirement upon satisfaction that the charter will adhere to full curriculum alignment with Arkansas Frameworks.
- **Sections 6 and 7 of the ADE Rules Governing School District Requirements for Personnel Policies, Salary Schedules, Minimum Salaries, and Documents Posted to District Websites**
  - Based on the statutory waivers requested, a waiver of these rules is necessary but was not requested.

From *Ark. Code Ann.*

6-13-109	School superintendent
6-13-601 et seq.	District Boards of Directors Generally
6-13-1303	Implementation policies
6-13-1401 et seq.	District Formation, Consolidation, and Annexation
6-14-101 et seq.	School Elections
6-15-1004	Qualified teachers in every public school classroom
6-16-102	School day hours
6-16-105	United States flag
6-16-106	Arkansas state flag
6-17-111	Duty-free lunch periods
6-17-114	Daily planning period
6-17-117	Noninstructional duties
6-17-201(c)(2)	Pertaining to teacher compensation
6-17-203	Committees on personnel policies—Members
6-17-301	Employment of certified personnel
6-17-302	Principals—Responsibilities
6-17-309	Certification to teach grade or subject matter—Exceptions—Waivers
6-17-401	Teacher licensure requirement
6-17-427	Superintendent license—Superintendent mentoring program required
6-17-902	Definition (definition of a teacher as licensed)
6-17-908	Teachers' salary fund—Authorized disbursements
6-17-919	Warrants void without valid certification and contract (the ability to pay a teacher's salary only upon filing of a teacher's certificate with the county clerk's office, if the requirement of a teacher's certificate is waived for such teacher)
6-17-1301 et seq.	School Employees' Minimum Sick Leave Law
6-17-1501 et seq.	Teacher Fair Dismissal Act
6-17-1701 et seq.	Public School Employee Fair Hearing Act
6-17-2201 et seq.	Classified School Employee Minimum Salary Act
6-17-2203	Minimum salary
6-17-2301 et seq.	Classified School Employee Personnel Policy Law
6-17-2401 et seq.	Teacher Compensation Program of 2003
6-17-2403	Minimum teacher compensation schedule
6-18-1001 et seq.	Public School Student Services Act
Chapter 19	Transportation
6-20-2208(c)(6)	Monitoring of expenditures (gifted and talented)
6-21-117	Leased academic facilities (requiring leased facilities to confirm to the school facility standards)
6-42-101 et seq.	General Provisions (gifted and talented)
6-48-101 et seq.	Alternative Learning Environments

From Arkansas Department of Education (ADE) Rules Governing Standards for Accreditation of Arkansas Public Schools and Districts

10.01.4	Planned instructional time
14.03	Unit of credit and clock hours for a unit of credit
15.01	School District Superintendent
15.02	Principals
15.03	Licensure and Renewal
16.01	Guidance and Counseling
18	Gifted and Talented Education

From Other Rules

- Section 4 of the ADE Rules Governing the Distribution of Student Special Needs Funding and the Determination of Allowable Expenditures of those Funds (Pertaining to alternative learning environments)
- ADE Rules Governing Public School Student Services
- ADE Rules for Gifted and Talented Program Approval Standards
- Sections 5 and 8 of ADE Rules Governing School District Requirements for Personnel Policies, Salary Schedules, Minimum Salaries, and Documents Posted to District Websites

ADE Evaluation and Applicant Responses

REDFIELD TRI-COUNTY CHARTER SCHOOL

Sponsoring Entity: Redfield Tri-County Charter School

IRS Status: Applied for 501(c)(3) non-profit status

Grade Levels: 5-12 (5-8 in Year 1, adding a grade a year)

Student Enrollment Cap: 375 (175 in Year 1)

Address of Proposed Charter: 116 River Road, Redfield, Arkansas 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 response that meets the standard will guarantee that:

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

Meets the Standard

PART B EXECUTIVE SUMMARY

The Arkansas Department of Education requires all applicants to include an executive summary.
Evaluation Criteria:
A response that meets the standard will present:

- A mission statement (with content to be evaluated for Prompt #3 of Part C); and
- The key programmatic features of the proposed charter school.

Meets the Standard

C-1 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 response that meets the standard will present:

- 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
  - o Published on a weekly basis for at least three 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
  - o The notice of the public hearing was not published in the classified or legal notice section of the newspaper.
  - o The last publication date of the notice was no less than seven days prior to the public meeting.
- 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
    o Within seven calendar days following the first publication.

Partially Meets the Standard

Concerns and Additional Questions:

- Provide the email showing that district superintendents received the notice of public hearing.

The next page contains a copy of the email sent to the three superintendents (Dr. Smith – White Hall, lesmith@whitehallsd.org, Dr. Haynes, brendahaynes@sheridanschools.org, and Dr. Guess – PCSSD, jguess@pcssd.org, Mary Perry, mary.perry@arkansas.gov, and Keisha.mattox@arkansas.gov on Thursday, 20 June 2013 at 9:52 AM.

The second page contains a copy of the document (SuperintendentNotificationOfPublicHearingssigned.pdf) sent to the superintendents, Mary Perry, and Keisha Mattox on Thursday, 20 Jun 2013 at 9:52 AM.

The content of the document from the email being sent and the document sent to them cannot be formatted to be in red text.

Gmail by Google

Ann Rowan< redfieldtricountycharterschool@gmail.com>

Notice Of Public Hearings

1 message

Ann Rowan< redfieldtricountycharterschool@gmail.com> Thu, Jun 20, 2013 at 9:52 AM
To: lesmith@whitehallsd.org, brendahaynes@sheridanschools.org, jguess@pcssd.org, mary.perry@arkansas.gov, keisha.mattox@arkansas.gov

SuperintendentNotificationOfPublicHearingssigned.pdf
257K

June 19, 2013

To Whom It May Concern:

It is the intention of Redfield Tri-County Charter School (RTCCS) to submit an application for an open-enrollment charter school in the White Hall School District. The school will be located at 1811 HWY 365 North, Redfield, Arkansas and will be named Redfield Tri-County Charter Middle School (RTCCMS). RTCCS has been authorized by the Arkansas Secretary of State to transact business in the State of Arkansas as a Non-Profit Corporation. Furthermore, RTCCS is in the process of seeking recognition of exemption under Section 501(c)(3) of the Internal Revenue Code.

The contact for RTCCS is:

Larry O'Briant, 501-766-0082. Email: redfieldtricountycharterschool@gmail.com

The proposed campus anticipates serving grades 6 – 8 with a maximum enrollment of 150 students in year one. RTCCMS intends to add one grade a year for a maximum enrollment in grades 6 – 12 of 350 students. Public hearings have been scheduled and published in the *Arkansas Democrat-Gazette* on Sunday, 16 June 2013, Sunday, 23 June 2013, and Sunday, 30 June 2013. The public hearings are also being published in the *Sheridan Headlight* on Wednesday, 03 July 2013, Wednesday, 10 July 2013, and Wednesday, 17 July 2013. The Dates and times for public hearings are as indicated below:

DATE	TIME	LOCATION
Monday, 08-JUL-2013	7:00-8:00 PM	Redfield American Legion 800 Mark Twain, Redfield, AR 72132
Monday, 15-JUL-2013	7:00-8:00 PM	Lone Pine Missionary Baptist Church 27508 HWY 365, Hensley, AR 72065
Monday, 22-JUL-2013	7:00-8:00 PM	Orion Missionary Baptist Church Family Life Building 3826 Stagecoach Rd, Redfield, AR 72132

Sincerely

Larry O'Briant, President

Redfield Tri-County Charter School

Cc: Dr. Jerry Guess – Pulaski County Special School District

Ms. Brenda Haynes – Sheridan School District

Dr. Larry Smith – White Hall School District

C-2 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:

A response that meets the standard will present:

- 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.

Partially Meets the Standard

Concerns and Additional Questions:

- Explain the discrepancy between the statement that there are no term limits, consecutive or otherwise, and the statement about the regular rotation of members off the board.

The board members do not have term limits, consecutive or otherwise. The regular rotation of members mentioned in our application will be for the original members of the Redfield Tri-County Charter School Board. The original members have made a commitment to remain on the board for the first five years of the charter school. This commitment by the members ensures consistent, knowledgeable administration as the school is established. The rotation described in our application was to provide a means of stability while transitioning from the original members to new members and prevent the situation of having all new, inexperienced board members at one time.

C-3 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 response that meets the standard will present:

- A mission statement that is clear and succinct.

Meets the Standard

C-4 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:

A response that meets the standard will present:

- A description of the educational need for the charter school substantiated with valid and reliable data, and
- A description of the innovations that would distinguish the charter from other schools.

Meets the Standard

C-5 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 response that meets the standard will present:

- 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; and
- A description of the length of school day and school year that meets minimum state requirements.

Partially Meets the Standard

Concerns and Additional Questions:

- Specify the enrollment cap requested for Year 5 when the charter will serve students in Grades 5-12.

By the fifth year of operation, the Redfield Tri-County Charter School will serve a maximum of 375 students in grades 5 – 8 as follows:

2014-2015 Grades 5,6,7,8	175 Students
2015-2016 Grades 5,6,7,8,9	225 Students
2016-2017 Grades 5,6,7,8,9,10	275 Students
2017-2018 Grades 5,6,7,8,9,10,11	325 Students
2018-2019 Grades 5,6,7,8,9,10,11,12	375 Students

- Provide details about the instructional strategies to be employed at the charter.

In conjunction with the project-based learning, our teachers would be able to use a variety of instructional strategies. They could use brainstorming to theorize about potential outcomes, journal writing to document the process and observations during the performance of projects, or cooperative learning assignments to reinforce understanding of concepts.

Our goal is for our staff to use a variety of instructional strategies. Each student is unique and is capable of learning but may achieve understanding easier if more than traditional instructional strategies (i.e. lecture and drill and practice). Our teachers' professional development training will include information on a broad range of instructional strategies. Students that have access to teachers with the knowledge and ability to teach by using a variety of instructional strategies are more likely to improve academically.

- Describe the length of the school day and year.

The RTCCS school day will begin at 7:45 AM. Teachers will be available to assists students from 7:45 AM to 8:05 AM during a mentoring/tutoring period. This time is not mandatory but will be available to any student desiring additional assistance. First period will begin at 8:10 AM. The first seven periods will be 50 minutes each. The last period of the day (eighth period) will be 30 minutes. Lunch period will last 35 minutes. There will be a potential total of 400 minutes of teacher/student instructional time per day if a student participates in the optional time between 7:45 AM and 8:05 AM. There will be 380 minutes of teacher/student instructional time for those students not participating in the optional instructional time at the beginning of the school day.

The school year will consist of four quarters totally together for 178 days of instruction.

- 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 board members and administrators of the Redfield Tri-County Charter School 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.

C-6: ACADEMIC ACHIEVEMENT GOALS

The Academic Achievement Goals section should define the performance expectations for students and the school as whole.

Evaluation Criteria:

A response that meets the standard will present:

- Specific goals in:
- Reading;
- Reading Comprehension;
- Mathematics; and
- Mathematics Reasoning;
- Goals that are clear, measurable and data-driven;
- Goals on improving student achievement; and
- Valid and reliable assessment tools for measuring each of the defined goals.

Partially Meets the Standard

Concerns and Additional Questions:

- Provide the testing instrument and levels of test scores expected for students annually in reading, reading comprehension, mathematics, and mathematic reasoning as AYP is no longer calculated.

RTCCS will utilize the Iowa Basic Skills Test (IBST) to measure the reading, reading comprehension, mathematics, and mathematic reasoning of our students. The first year of operation, the charter's annual measurable objectives (AMOs) will be based on the state AMOs. In following years, the charter's AMOs will be based upon the academic performance of the students who attend our charter. Our goal is for our students to meet or exceed the state's average scores and for the gap between students scoring below basic and basic to decrease as fast as the state's gap decreases for those students scoring below basic and basic.

RTCCS is aware of an upcoming change to Partnership for Assessment of Readiness for College and Careers (PARCC). Information on the ADE website indicates it may be implemented as early as 2014-2015. RTCCS will utilize whatever standardized test the state mandates to measure our students in reading, reading comprehension, mathematics, and mathematic reasoning. Our goal will be for our students will meet or exceed the state's average scores.

As grades are added to our charter, we will be utilizing End of Course exams as mandated by the

ADE and administered according to the state testing schedule. Our students will meet or exceed the state's average scores.

Based on data from APSCN, our graduation rate will meet or exceed the state's graduation rate. Our first graduating class will be in May of 2019.

- Provide specific information that will be used to demonstrate academic improvement when it is stated, "Individual student scores will demonstrate increased improvement and students scoring below basic and basic will decrease annually while increasing proficient and advanced student scores within the school's initial five (5) year period." This should include the evaluation instrument, the expected improvement in proficient and advanced scores, the expected decrease in below basic and basic scores, and when the assessment will be conducted.

RTCCS will utilize the Iowa Basic Skills Test (IBST) to measure the reading, reading comprehension, mathematics, and mathematic reasoning of our students. The first year of operation, the charter's annual measurable objectives (AMOs) will be based on the state AMOs. In following years, the charter's AMOs will be based upon the academic performance of the students who attend our charter. Our goal is for our students to meet or exceed the state's average scores and for the gap between students scoring below basic and basic to decrease as fast as the state's gap decreases for those students scoring below basic and basic. The standardized test(s) will be administered according to the state testing schedule.

RTCCS is aware of an upcoming change to Partnership for Assessment of Readiness for College and Careers (PARCC). Information on the ADE website indicates it may be implemented as early as 2014-2015. RTCCS will utilize whatever standardized test the state mandates to measure our students in reading, reading comprehension, mathematics, and mathematic reasoning. Our goal for our students will be to meet or exceed the state's average scores.

As grades are added to our charter, we will be utilizing End of Course exams as mandated by the ADE. Our students will meet or exceed the state's average scores. The standardized test(s) will be administered according to the state testing schedule.

Based on data from APSCN, our graduation rate will meet or exceed the state's graduation rate. Our first graduating class will be in May of 2019.

- Confirm the understanding, that 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's AMOs will be based upon the academic performance of the students who attend the charter.

The board members and administrators of the Redfield Tri-County Charter School understand that 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's AMOs will be based upon the academic performance of the students who attend the charter.

C-7: CURRICULUM DEVELOPMENT AND ALIGNMENT

The Curriculum Development and Alignment section should define the process by which the design team developed (or chose) the curricular program of the school and illustrate alignment with Arkansas Curriculum Frameworks and Common Core State Standards.

Evaluation Criteria:
A response that meets the standard of a curricular development and alignment program will present:

- Evidence that the curriculum aligns with, or a sound plan and timeline for aligning the curriculum with, the Arkansas Department of Education's content standards, benchmarks and performance standards.
- Evidence that the applicant is prepared to implement the requirements and timeframe of the Common Core State Standards.

Does Not Meet the Standard

Concerns and Additional Questions:

- Describe the process that will be used to develop and align the curriculum with the Arkansas Curriculum Frameworks and the curriculum requirements of the Common Core State Standards as adopted by the State Board of Education.

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 Director/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 Director/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.

- Provide the timeline for aligning curriculum with the Arkansas Curriculum Frameworks and the Common Core State Standards.

It is difficult to develop a specific timeline for the completion of the alignment of the curriculum to the Arkansas Curriculum Frameworks and the Common Core State Standards. We are 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 July 2014. 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.

- Confirm that the principal will take the lead on aligning the curriculum with the Arkansas Curriculum Frameworks and the Common Core State Standards as the teacher job description on Page 22 indicates that the teacher will "develop framework based curriculum based on the Common Core State Standards."

The Principal will take the lead on aligning the curriculum with the Arkansas Curriculum Frameworks and the Common Core State Standards. The teacher job description on Page 22 indicates they will develop framework based on the Common Core State Standards. The teacher job description on Page 22 should have stated the teachers will develop lesson content to satisfy the curriculum requirements that have been aligned with the Arkansas Curriculum

Frameworks and the Common Core State Standards.

C-8: STUDENT SERVICES
The Student Services section should describe how the school will address specific services for its student body.
Evaluation Criteria:
A response that meets the standard will describe 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 offering access to one or more approved Alternative Learning Environments; and
- Plans for a gifted and talented program for eligible students.

Partially Meets the Standard

Concerns and Additional Questions:
Guidance Services

- Explain the "traditional aspects of a contemporary guidance program" that will be included in the charter's guidance program.

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.

- Explain the counselor responsibilities that will be assigned to each staff position. Include the responsibilities that will be assigned to a part-time counselor in 2014-2015 and a full-time counselor in 2015-2016 as these are budgeted positions.

The teachers will be 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 operations. The part-time counselor will be focused on career counseling and personal/social development.

Health Services

- Provide the names of the companies and/or individuals with whom the charter may contract for health services.

Potential names of companies and/or individuals with whom the charter may contract with for health services include Rhonda Ply or Jefferson Comprehensive Care Clinic who currently operates the clinic in Redfield.

- Specify the health services for which the charter will contract.

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.

- Confirm that the charter will contract for a nurse as the expenses for a part-time nurse are budgeted in a health services vendor line.

The charter will contract for a part-time nurse and has this budgeted in our first and second year of operation.

- Explain the ways in which daily responsibilities for student health issues will be handled and by whom when the nurse is not on campus.

Daily responsibilities for student health issues not requiring a licensed person perform them will be performed by the administrative assistant. Daily responsibilities requiring a licensed person to perform them will be scheduled while the part-time nurse is on campus.

Media Center Services

- Explain where the students will access technology to use "in conjunction with projects and assignments" as was stated in the educational plan since it is stated that there may be only one computer in the media center during the school's first year of operation.

The charter will also have a computer lab on campus. The lab will have a minimum of eight (8) computers. The students will be able to access the lab during the twenty minute tutoring time from 7:45 AM to 8:05 AM, during their lunch period, and during study hall in addition to any time spent using the computers during their classes. RTCCS will be pursuing grants that would allow additional computers/tablets to be included in the lab, the media center, and the classroom.

Special Education Services

- Confirm the understanding that the staff will provide special education students with all accommodations and services outlined in the IEP.

RTCCS understands the staff will provide special education students with all accommodations and services outlined in their IEP.

Transportation Services

- Provide details about transportation that will be provided for students.

Once RTCCS receives authorization for a charter, two used school buses will be purchased. The buses will pass inspection and be maintained as mandated by the State of Arkansas.

The drivers 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.

The Director/Principal will map out bus routes for the area in an eight (8) to ten (10) 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.

English Language Learner Services

- Explain the types of English language instruction, other than immersion, that will be considered and explain how the appropriate type of instruction for each students will be determined.

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 $550 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.

Gifted and Talented Services

- Explain how gifted and talented students will be identified.

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 gifted and talented based on academic performance on standardized tests.

- Explain which teachers will serve gifted and talented students and describe specific training that the teachers will receive in meeting the needs of gifted and talented students.

Each of the gifted and talented student's teachers would be available to serve their needs. It would depend on which areas of study the student is gifted. All of the teachers will be receiving gifted and talented training. The Principal will be responsible for ensuring the teachers receive this training as part of their professional development training.

- Explain how the social and emotional needs of gifted and talented students will be met.

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.

C-9: 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:

A response that meets the standard will present:

- 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.

Partially Meets the Standard

Concerns and Additional Questions:
Confirm that enrollment will be open to any Arkansas student who wants to attend.
Enrollment in the Redfield Tri-County Charter School will be open to any Arkansas student who wants to attend.

C-10: 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 response that meets the standard will present:
- A timeline for data compilation and completion of an annual report to parents, the community and the Charter Authorizing Panel that outlines the school's progress; and
- A plan for dissemination of the annual report to appropriate stakeholders.

Meets the Standard

C-11: ENROLLMENT CR IT ERIA 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 response that meets the standard will present:
- 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.

Partially Meets the Standard

Concerns and Additional Questions:
- Confirm the understanding that transcripts from prior schools cannot be required for students to enroll and attend the charter.

RTCCS administration and board members confirm their understanding that transcripts from prior schools cannot be required for students to enroll and attend the charter.

- Clarify whether parents with students on waiting lists will have to apply the following year.

It is our understanding 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. The waiting list will be valid for the school year for which the application was submitted.

- Explain what is meant by, "The waiting list is valid until the next time RTCCS is required to conduct a random, anonymous student selection."

The waiting list will be valid for the school year in which it was created. Once that school year is over, it is no longer valid. During the next application cycle, if there are more applications than there are openings, another lottery will be held and a new waiting list created. If the number of

applications are less than or equal to the number of openings, there will be no need for a lottery and no waiting list.

C-12: 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 response that meets the standard will present:

- 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 Meets the Standard

Concerns and Additional Questions:

- Explain when the teachers will be employed if they are to "develop framework based curriculum based on the Common Core State Standards."

The reference to "develop framework based curriculum based on the Common Core State Standards" was erroneous. Teachers will develop lesson content to satisfy the curriculum requirements that have been aligned with the Arkansas Curriculum Frameworks and the Common Core State Standards by the Principal. Hiring teachers will be the responsibility of the Principal and will begin after the Director/Principal is hired. The job description has been updated to reflect this change and is included below.

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.

- Revise the qualifications for the special education teacher to require a special education license.

RTCCS has revised the qualifications for the special education teacher to include a requirement for a special education license.

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.

- Confirm that instructional aides hired with Title I funds or working in a Title I School-wide Program will highly qualified as required by the Elementary and Secondary Education Act and perform the duties deeded appropriate in the federal statute.

RTCCS confirms that 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 deeded appropriate in the federal statute.

C-13: 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:

A response that meets the standard will present:

- 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, and
- A budget that includes costs for all personnel, programs, and expenses described in other sections of the application.

Partially Meets the Standard

Concerns and Additional Questions:

- Provide the timeline and process by which the governing body will review and adopt an annual budget.

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.

- Provide information on the vendors being considered to provide substitute personnel.

RTCCS has researched Teachers On Call, SubTeach, and Aesop Substitute Management as possible vendors to be used to provide substitute personnel.

SubTeach is a company that strives to provide better trained substitute teachers to improve the quality of education in the classroom when the substitute is on campus. They provide training in classroom management, following lesson plans, innovative instructional techniques, and tips on becoming a prepared and professional substitute teacher. The charter will only have to call one number to get a substitute and they handle all substitute personnel files and handle all payroll issues.

Teachers On Call and Aesop Substitute Management are both similar in functionality to SubTeach and should provide the same service.

At this time, RTCCS does not anticipate utilizing any of the vendors to provide substitutes. We will select and employee our own substitutes at this time. Vendors may be considered at a later date as the charter grows.

C-14: 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 ADE and the community.

Evaluation Criteria:

A response that meets the standard will present:

- 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 ADE or the Division of Legislative Audit.

Meets the Standard

C-15: ARKANSAS PUBLIC SCHOOL COM PU TER N ETWORK 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:

A response that meets the standard will present:

- 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.

Meets the Standard

C-16: 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:

A response that meets the standard will present:

- 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.

Meets the Standard

C-17: 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:

A response that meets the standard will present full disclosure of any potential conflicts of interest and explain how conflicts, if any, will be addressed.

Meets the Standard

C18: FOOD SERVICES

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

Evaluation Criteria:

A response that meets the standard will present:
- 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.

Meets the Standard

C19: 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 response that meets the standard will present:
- 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.

Meets the Standard

C-20: WAIVERS

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

Evaluation Criteria:

A response that meets the standard will present:

- 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/or fulfilling the charter's mission.

Partially Meets the Standard

Concerns and Additional Questions:

See and respond to comments from Arkansas Department of Education legal staff.

LEGAL COMMENTS

Waivers Requested:

Ark. Code Ann. § 6-10-106 Uniform Dates for Beginning and End of School Year

The applicant should explain why this waiver is necessary if it will follow the calendar of the White Hall School District.

This was an error. RTCCS discussed following Sheridan School District's calendar but decided to follow White Hall School District's calendar. This request should have been removed from our application before we submitted it.

Arkansas Code Title VI, Chapter 17, Subchapter 4

The applicant should specify which statues within Subchapter 4 it seeks waivers from.

RTCCS is wishing to obtain waivers Teacher and Administrator Licensure requires. 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.

Ark. Code Ann. § 6-17-1302

The applicant should clarify this waiver. The application appears to attempt to add licensed teachers to this statute to make the school employees minimum sick leave applicable to licensed educators. The Charter Authorizing Panel has authority to waive statutes, but not rewrite statutes.

This waiver request was an error. Please disregard.

Waivers Not Requested:

RTCCS would like to include the following requests for waivers that were not included in our original application.

RTCCS would like to request a waiver of from Arkansas Code Ann. § 6-16-105 (United States Flag) General Provisions and from Arkansas Code Ann. § 6-16-106 (Arkansas State Flag) General Provisions. We will be leasing the location for our charter and may not be able to place flags on the grounds. We will attempt to include this in our lease agreement, but that agreement cannot be finalized until charter authorization and approval from the Commissioner of Education has approved the lease agreement. If we are unable to place the flags on the grounds of the charter school, we will prominently display the United States Flag and the Arkansas State Flag in

an indoor area and will display the flags at school events. Our students will be taught respect for the flags and will pledge allegiance the United States Flag at appropriate times.

School Superintendent
The applicant requested a waiver Ark. Code Ann. § 6-13-109. In order to effectuate this waiver, the applicant should also request a waiver of Section 15.01 of the Standard for Accreditation.
RTCCS 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.

Ark. Code Ann. § 6-17-2201 et seq. Classified Employees Minimum Salary Act and Ark. Code Ann. § 6-17-2301 et seq. Classified Personnel Policies and Committees
In order to effectuate this waiver, the applicant should request a waiver of Sections 5 and 8 of ADE Rules Governing School District Requirements for Personnel Policies, Salary Schedules, Minimum Salaries, and Documents Posted to District Websites.

RTCCS would like to request a waiver of 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.

It does not appear that the applicant requested a waiver of minimum compensation and personnel policies for licensed employees. The applicant should confirm its intention to abide by all statutes and rules regarding compensation and personnel policies of licensed employees.
RTCCS would like to request a waiver from Arkansas Code Ann. §§ 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.

English Language Learners
The applicant did not budget any expenditures for English Language Learners “because of waiver.” No waiver was requested, and it is unclear what provisions of the English Language Learner requirements that the applicant would request to waive.
The entry of “No fund because of waiver” for ELL was an error by RTCCS. Please disregard. RTCCS will comply with the regulations and needs for any student with ELL requirements.

In addition to English 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 $550 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.

Health Services
The applicant did not budget any expenditures for Health Services, but no waivers were requested.
RTCCS did budget $20,000 for a part-time nurse to be contracted on line 117 of the Budget under V-HS1 along with $250 for supplies and $1000 for equipment in 2014-2015. We also budgeted $20,400 for a part-time nurse to be contracted in 2015-2016 along with $350 for supplies and $500 for equipment.

C-21: 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:
A response that meets the standard will present:
- 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.

Partially Meets the Standard

Concerns and Additional Questions:
See and respond to comments from Arkansas Department of Education legal staff.
LEGAL COMMENTS
The applicant should describe the potential impact of the proposed charter school on the efforts of the affected public school district(s) to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools. The applicant should describe any desegregation obligations of the affected public school district(s) and how the applicant determined it will not impact any court order or statutory obligations.
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.

C-22: SUSTAINABILITY OF THE PROGRAM

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

Evaluation Criteria:

A response that meets the standard will present:

- The names, experience, and qualifications of the individuals responsible for the application; and
- The plan to ensure the sustainability of the charter in the future.

Meets the Standard

Application

Redfield Tri-County Charter School
Redfield, Arkansas

RECEIVED
Arkansas Department of Education
Charter and Home School Office
August 30, 2013

ARKANSAS DEPARTMENT OF EDUCATION

2013 Application
Open-Enrollment Public Charter School

Deadline for Receipt of Submission: Tuesday, September 3, 2013, 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

ARKANSAS DEPARTMENT OF EDUCATION
2013 APPLICATION
OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL

A. GENERAL INFORMATION

Name of Proposed Charter School: Redfield Tri-County Charter School

Grade Level(s) for the School: 5th - 8th Student Enrollment Cap: 175

Name of Sponsoring Entity: Redfield Tri-County Charter School

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

☐ a public institution of higher education;

☐ a private nonsectarian institution of higher education;

☐ a governmental entity; or

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

Non-profit entities without the required Internal Revenue Service documentation are not eligible to be awarded charters; therefore, any applications submitted without the proper documentation will not be reviewed.

Name of Contact Person: Larry O'Briant

Address: 712 Schoolwood Cove City: Redfield

ZIP: 72132 Daytime Phone Number: (501) 766-0082 FAX: ( )

Email: redfieldtricountycharterschool@gmail.com

Charter Site
Address: 116 River Road City: Redfield

ZIP: 72132 Date of Proposed Opening: 18 August 2014

Chief Operating Officer
of Proposed Charter (if known): Title:

Address: City:

ZIP: Daytime Phone Number: ( )

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: Larry O'Briant Position: President State of Residence: AR

Name: James Kight Position: Vice-President State of Residence: AR

Name: Ann Tuck-Rowan Position: Treasurer State of Residence: AR

Name: Amanda Kight Position: Secretary State of Residence: AR

Name: Linda Banks Position: Member State of Residence: AR

Name: Todd Dobbins Position: Member State of Residence: AR

Name: Ronnie Meredith Position: Member State of Residence: AR

Name: Position: State of Residence:

Name: Position: State of Residence:

Name: Position: State of Residence:

Name: Position: State of Residence:

Name: Position: State of Residence:

Name: Position: State of Residence:

Name: Position: State of Residence:

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

2976 (Total District Enrollment)

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

White Hall	Sheridan	Pulaski County Special

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 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 for all students.
* Implementation of inquiry-based teaching methods (problem-based learning and project-based learning) as primary teaching method complimented with classical teaching method.
* Initiate communication with entities with the goal of developing partnerships. These organizations would have expertise in areas such as engineering, science, math, and arts. These partnerships will be utilized to bring in individuals from the community and surrounding areas to enrich our curriculum.
* Introduce students to the concept of core character values such as civic duty, honesty, respect, and kindness.
* Strict discipline policy for behavior that detracts from the learning environment.
* Introduction to computer technology as permitted by budgetary constraints.
* Involvement in community service projects as permitted by budgetary constraints.

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

   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.

Applicant Response:

RTCCS held three public hearings in July 2013. The locations for the public hearings were in the Redfield American Legion Building, the Lone Pine Missionary Baptist Church in Hensley, and the Orion Missionary Baptist Church which has a Redfield address but is in close proximity to the eastern portion of Grant County that RTCCS is targeting. The meetings were published in the Arkansas Section of the *Arkansas Democrat/Gazette* on the three Sundays immediately preceding the meeting held on Monday, July 8. The last publication of the notice was no less than seven days prior to the public meeting held on Monday, 8 July 2013. The meetings were also published in the *Sheridan Headlight* on three consecutive Wednesdays beginning July 3rd. Emails with the information for the public meetings were sent to the superintendents of each school district (White Hall, Sheridan, Pulaski County Special) within seven calendar days following the first publication of the notice of the public hearing. Documentation for the first public hearing dates of publication, location of advertisement, and confirmation of payment are included in this application. RTCCS was only required to have one public meeting and all documentation required for the charter application is included for the meeting held on 8 July 2013. The documentation for the other meetings' advertisements in the *Sheridan Headlight* is not included as part of the

application.

All of the meetings were held on Monday nights from 7:00 pm to 8:00 pm. The meetings took place on July 8, July 15, and July 22. RTCCS Board of Directors developed a tri-fold that was distributed to attendees of the meeting and developed a PowerPoint presentation that was presented at the meeting. After the presentation, the floor was opened up so that those in attendance could ask questions of the RTCCS Board of Directors. Three representatives from Sheridan School District attended the last meeting at Orion Missionary Baptist Church. They said if Redfield received charter authorization, they would support our efforts in whatever way they could.

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. 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.

Almost eight hundred (800) signatures on petitions, over forty (40) letters from parents, letters from local businesses, a letter from the Redfield mayor, Mayor Tony Lawhon, and a letter from State Representative Andy Mayberry have been collected in support of Redfield pursuing a charter school. These documents are available for review.

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. The original members will retain their positions for up to five years to allow for stability while the school is established and grows to a school system servicing grades 5th through 12th.

A. The RTCCS Board of Directors will have final decision-making authority for the RTCCS 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, the treasurer position will become a regular member and the Chief Financial Officer of the charter school will provide financial information to the board when necessary. 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, Member
M5 - Mr. Ronnie Meredith, Member
M6 - Mr. James Kight, Vice-President, 45+ years of experience in education
M7 - Mrs. Linda Banks, Member, 32+ years of experience in education

Board members shall be sought who reflect the qualities, qualifications and diversity determined by the Board of Directors. The Board of Directors shall present a slate of potential directors and officers for election by the Board of Directors at the Annual Meeting of the Board of Directors.

The Board of Directors shall be self-perpetuating. 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 and such director's successor has been elected and qualified, or until the director's death, resignation, or removal. 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 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.

The original Board of Directors will remain in their positions until the charter has grown to a 5th through 12th grade campus (which should be five years from the opening of the charter). The members will start to be replaced gradually.

An annual meeting of the Board of Directors for the election of directors and officers and such other business as may come before the meeting shall be held once a year, at such time and at such place, as may be fixed by the Board of Directors.

During the annual board meeting the initial members of the Board of Directors who are ending their fifth year of service shall begin the process of rotating off the board. Members M2, M3, M6, and M7 will rotate off the board after their fifth year of service. The following year, members M1, M4, and M5 will rotate off the board.

C. The RTCCS Board of Directors will have at least one member representing the parents of RTCCS students once the school has grown to a 5th through 12th 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 themselves and their community.

4. Describe the educational need for the school. Include the innovations that will distinguish the charter from other schools.

Applicant Response:

RTCCS will provide a quality option for those students that prefer a small school setting and/or shorter commutes to school. 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. Inquiry-based teaching methods might be more successful in educating those students that do not do well in a lecture-based setting.

Middle school students in and around the Redfield area are spending between one and two hours riding the bus each day. The majority (approximately 60%) of these students qualifies for free or reduced meal program. These students are at risk to have truancy issues, lower grades and/or test scores, and to experience exclusion from extracurricular activities due to the length of their bus ride. The students are dependent on the school bus to get to and from school. Many of their families do not have the income to transport them to/from school or cannot due to the demands of their jobs. The majority of parents work north of Redfield. The location of our school would provide an opportunity to dramatically reduce the length of our students' bus ride and increase the chance of their parents being present for and involved in school activities after work. Parental involvement in their child's education is extremely important.

The families with children in and around Redfield are middle to low income families. They choose to live in rural areas and 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 all activities and provide them a feeling of belonging in the student body.

In the past four (4) years, there have been three (3) students from the Redfield area that started as sophomores

at the White Hall High School and dropped out of school within the first few weeks. It is impossible to determine the exact reason the students dropped out, but it may have been related to the size of the school and those students' inability to thrive in a school environment of over nine hundred (900) students and forge relationships with their teachers and peers.

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. Close to eight-hundred (800) signatures were collected 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.

The innovations that will distinguish our charter school from other schools are our focus on college and career readiness, inquiry-based teaching, 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 our school with a love for learning.

5. Describe the educational program to be offered by the charter school.

Applicant Response:

The educational program of the RTCCS shall consist of grades five (5) through grade eight (8) during year one (2014-2015). RTCCS plans to have twenty-five (25) students in 5th grade and fifty (50) students in each of the 6th, 7th, and 8th grades the first year of operation. We will add at least one grade annually until the campus is a 5th through 12th 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 2014-2015 school year, all students in all grades 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 2014-2015 school year, the students will be assessed again to allow teachers to prepare for the upcoming year. The assessments will be done at the end of each year for years following the 2014-2015 school year. New students will be assessed when enrolled. Standardized career inventory assessments such as Explore, Plan and Kuder will be used at the appropriate times with the appropriate grade levels. The school will use all resources available throughout the community as well as 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 Project-Based 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. The use of technology in conjunction with the projects and assignments will be implemented as budgetary constraints allow. 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 the project-based 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.

6. List the specific measurable goals in reading, reading comprehension, mathematics, and mathematic reasoning 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.

Applicant Response:

The school will use several different methods of assessment to measure the academic achievement and educational progression of the students. The data derived from the students performance on the various assessments will directly impact the development and of curriculum, delivery of instruction, impact revisions of student education plans as well as the evaluation of the educational goals of the school.

The school will use the Iowa Test of Basic Skills (ITBS) and the Arkansas Comprehensive Testing, Assessment, and Accountability Program (ACTAAP) for all applicable grades. The school will also work with The Learning Institute to develop specific assessments to better evaluate student needs and performance. As the school adds grades to which these do not apply, other assessments will be applied. Career inventory assessments such as Explore, Plan and Kuder will also be used. As grades are added other assessments such as End of Course, Qualls and other assessments will be used.

The Redfield Tri-County Charter School's scores in Reading, Reading Comprehension, Mathematics and Mathematic Reasoning will meet or exceed AYP in all content areas annually within the school's initial five (5) year period.

Individual student scores will demonstrate increased improvement and students scoring below basic and basic will decrease annually while increasing proficient and advanced student scores within the school's initial five (5) year period.

Students will be required to pass school developed assessments at the end of each semester to determine the student's mastery of the Student Learner Expectations (SLE) specific to the course. Students will be required to pass at a rate of 70% in each course taken.

7. Describe the process that will be used to develop and align the curriculum 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:

RTCCS will offer a curriculum consisting of instruction in Language Arts, Math, Science, Social Studies, Fine Arts, Physical Education and Health. Instruction in each of these content areas will be fully aligned with and follow the Arkansas Common Core State Standards. The curriculum will be driven by an emphasis in college and career preparation. It is the desire of the school to educate students as to the opportunities that are available to them, the requirements of the specific career path they may choose and give them the comprehensive educational foundation to be successful in their career choice. It is paramount that students receive an educational foundation on which to build future career skills. Utilizing career prep lessons infused into the frameworks will give students a greater appreciation and understanding of why they may "need to know" specific information contained throughout the curriculum.

The principal will take the lead on aligning the RTCCS curriculum with the Arkansas Curriculum Frameworks and the curriculum requirements of the Common Core State Standards as adopted by the State Board of Education. Time will be spent researching and becoming familiar with the Common Core Standards and developing approaches to align the RTCCS curriculum with them. RTCCS has also allocated money to procure the services of a Curriculum Alignment Specialist as a consultant, if necessary. The Curriculum Alignment Specialist will have a substantial working knowledge of the Arkansas education standards and be able to offer multiple solutions on how to align the RTCCS to the frameworks and standards.

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:

RTCCS is requesting a waiver for the Education Code requiring a guidance program and an on-campus certified counselor. The principal and teachers will be equipped to give students advice. The staff will be informed that their job duties will include the counselor responsibilities. The school will have a guidance program that encompasses many of the traditional aspects of a contemporary guidance program but with a specific components (individual career plans, administer alternative career centered assessments, etc.) added that will allow for more accurate development of the students educational program. RTCCS plans on adding a full time guidance counselor in the second year of operation.

B) Health services;

Applicant Response:

A waiver will be requested for the requirements of Health Services. RTCCS will be contracting out the health services. 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.

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 one computer 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 budgetary constraints allow. There will be a part-time 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 for students identified with special needs. 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:

RTCCS bus routes will not be a traditional route. We plan on providing “satellite pick-up” for students using fully certified bus drivers. Satellite pick-up location will be identified where the students will be picked up and dropped off. The district 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 and as budgetary constraints allow, 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 administer 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 will be assisted through English immersion.

H) Gifted and Talented Program.

Applicant Response:

RTCCS has asked for a waiver for the exclusion of a gifted and talented program at this time. 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. RTCCS plans on implementing a gifted and talented program at a later time when budgetary constraints allow and as the student population qualifying for gifted and talented program grows.

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 a 8-10 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 100 of the students will be from the White Hall School District with the other students coming equally from the Sheridan School District and the Pulaski County Special School District.

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 student admission, recruitment and selection processes for the proposed public charter school.

Applicant Response:

All students are welcome at RTCCS. Students must be able to provide a transcript from the school they are moving from to 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 and Hensley 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 a 8-10 mile radius of Redfield. RTCCS will use methods such as our internet presence (www.redfieldtricountycharterschool.org), direct mailings, flyers, and newspaper advertisements to inform the public about our school.

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, the RTCCS principal, and any available campus staff. 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 list is valid until the next time RTCCS is required to conduct a random, anonymous student selection.

Check which of the following enrollment preferences, as permissable 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

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:

It is not believed that a weighted lottery will be required by a federal court or administrative order.

12. 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, develop framework based curriculum based on 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 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.

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.

13. Explain how the school will conduct its business office. Tell about business office personnel and describe 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 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 contacts, 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. A minimum of three (3) bids will be obtained for all purchases over five hundred dollars. 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 but less than or equal to five thousand dollars will require the signature of the director and bookkeeper. Purchases in excess of five 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.

14. 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

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.

- [x] Yes
- [ ] No

16. 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 leasing land from the Redfield United Methodist Church (RUMC). Modular buildings will be leased to provide necessary space for classrooms, dining facility/PE area, and office space. RUMC also has a home on their property that may be leased in addition to the land. If an acceptable agreement can be reached, the home could be used for administrative office space. 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.

This location is different than the location submitted on the RTCCS letter of intent. Issues arose pertaining to the requirement to have a sewer treatment facility based on the number of students at our original location. The cost to correct the issues was prohibitive based on budgetary constraints. RTCCS found an alternate location to be the home for the charter school.

Identify the owner(s) of the proposed facility and describe their relationship, if any, with:

(1) Members of the local board of the public school district where the proposed open-enrollment public charter school will be located,

(2) Employees of the public school district where the proposed open-enrollment public charter school will be located,

(3) The eligible entity sponsoring the open-enrollment public charter school, or

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

Applicant Response:

The Redfield United Methodist Church owns the land that will be leased for the portable buildings.

(1) Currently there is no known relationships between the owners of 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 are at least three members of the Redfield United Methodist Church that are employees of the public school district where the proposed open-enrollment public charter school will be located.
(3) Currently there is one member of the Redfield United Methodist Church that is a member of the Redfield Tri-County Charter School Board of Directors.
(4) Currently there are no known relationships between the owners of land and the employees/directors/administrators of the sponsoring entity or proposed open-enrollment public 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:

At this time, RTCCS is only leasing land from the Redfield United Methodist Church. The leased modular buildings that RTCCS plans on using will be compliant with ADA, IDEA, and all other state and federal laws and local zoning ordinances. There are no known establishments within a half mile of the land that participate in the sale of alcohol.

The local zoning authority provided RTCCS with the following information pertaining to the RUMC land:

It is my understanding that the above referenced school is to sit modular buildings behind the Methodist Church building on River Road. This location is permitted for this use. The subject property is located in Zone R-2.

Permitted use in Zone R-2 includes public schools, parks, churches, and educational buildings. It will still be necessary for the any new buildings to meet minimum set-back and spacing dimensions.

If you have any additional questions, please contact me.

Jim Ferguson, P.E.

Chairman, Redfield Planning and Zoning Commission

jim.ferguson@carkw.com

17. 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 standard, 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.

Amanda Kight, member of the RTCCS Board of Directors is the daughter of Vice-President, James Kight. Ms. Kight is also a member of the Redfield United Methodist Church (RUMC). RUMC will be leasing land to RTCCS for the charter school. Ms. 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.

Mr. Larry O'Briant attends RUMC but is not currently a member of RUMC.

Larry O'Briant, Ann Tuck-Rowan, Linda Banks, 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.

18. 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. Measure 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.

19. 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 RTCCS. Over time, 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 CEP, parents will be involved in the application process and in the implementation if RTCCS becomes a member.

20. 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:

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. RTCCS will follow the school calendar for White Hall School District for the 2014-2015 school year.

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.

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.

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 6-17-203: Committee for Each School District**: RTCCS seeks exemption from this portion of the Education Code. RTCCS will not employ enough staff to comply.

M. **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.

N. **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.

O. **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).

P. **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. 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 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).

R. 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.

S. 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.

T. 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 Subtitle2, Chapter 17, Subchapter 13, Section 6-17-1302.

U. Subtitle 2, Chapter 17, Subchapter 13, Section 6-17-1302: Definitions: RTCCS seeks exemption from this portion of the Education Code to the extent that it excludes teachers from its definition of "school employee."

V. 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.

W. 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.

X. 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. 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.

Y. 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.

Z. 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.

AA. 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 thy will be responsible to handle issues generally given to a campus counselor. Staff will be ready should such situations arise.

BB. 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.

CC. 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.

DD. 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. 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.

EE. 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.

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

Applicant Response:

RTCCS plans to locate its open-enrollment public charter school within the boundaries of the White Hall School District. As an open-enrollment public charter school, we also expect to pull students from the eastern portion of Grant county and the area of Saline county that attend Sheridan School District and the Hensley and Woodson Lateral areas in the Pulaski County Special School District. Pulaski County Special School District continues to work with the Office of Desegregation Monitoring to implement the policies and procedures to comply with the provisions of Plan 2000. Sheridan School District and White Hall School District are not under any court orders or statutory obligations to create and maintain a unitary system of desegregated public school. RTCCS plans on having a small school limiting enrollment to 50 students per grade and therefore does not believe our charter will negatively affect the desegregation efforts of any public school district within the state. The anticipated effect of granting a charter to RTCCS on Pulaski County Special School District is minimal.

22. Identify the two or three key individuals responsible for this application. Discuss the experience and qualifications of each. Explain what the founders are doing or will do to ensure the success of the charter school when others are in leadership roles.

Applicant Response:

Mr. Larry O'Briant has over forty (40) years of experience in education. He has a Bachelor of Science 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 in 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.

Ms. Linda Johnson Banks has over thirty (30) years of experience in education. She has a Bachelor of Arts in Elementary Education, a Master of Education in Early Childhood Growth and Development, A Master of Education in Gifted and Talented Education, and a Principal Certificate in Elementary Education. Ms. Banks was instrumental in establishing a K-12 Gifted and Talented Program for the White Hall School District and worked with the Gifted and Talented students in the White Hall School District for over twenty-six (26) years.

To ensure the success of the charter school, the original Board of Directors will remain in their positions until the charter has grown to a 5th through 12th grade campus (which should be five years from the opening of the charter if one grade is added each year). The members of the Board of Directors are committed to establishing a fiscally and educationally sound charter school. The members will start to be replaced gradually once the campus has become a 5th through 12th campus. New community leaders and invested parents will emerge and become a part of the Board of Directors and carry on Redfield's and its surrounding communities' vision for the charter school. The founding members of the Board of Directors have strong ties to Redfield and its surrounding communities and will be available to serve and support the charter after their time of service has ended on the Board of Directors.

Form 1023 Checklist

(Revised June 2006)

Application for Recognition of Exemption under Section 501(c)(3) of the Internal Revenue Code

Note. *Retain a copy of the completed Form 1023 in your permanent records. Refer to the* General Instructions *regarding Public Inspection of approved applications.*

Check each box to finish your application (Form 1023). Send this completed Checklist with your filled-in application. If you have not answered all the items below, your application may be returned to you as incomplete.

☑ Assemble the application and materials in this order:

- Form 1023 Checklist
- Form 2848, *Power of Attorney and Declaration of Representative* (if filing)
- Form 8821, *Tax Information Authorization* (if filing)
- Expedite request (if requesting)
- Application (Form 1023 and Schedules A through H, as required)
- Articles of organization
- Amendments to articles of organization in chronological order
- Bylaws or other rules of operation and amendments
- Documentation of nondiscriminatory policy for schools, as required by Schedule B
- Form 5768, Election/Revocation of Election by an Eligible Section 501(c)(3) Organization To Make Expenditures To Influence Legislation (if filing)
- All other attachments, including explanations, financial data, and printed materials or publications. Label each page with name and EIN.

☑ User fee payment placed in envelope on top of checklist. DO NOT STAPLE or otherwise attach your check or money order to your application. Instead, just place it in the envelope.

☑ Employer Identification Number (EIN)

☑ Completed Parts I through XI of the application, including any requested information and any required Schedules A through H.

- You must provide specific details about your past, present, and planned activities.
- Generalizations or failure to answer questions in the Form 1023 application will prevent us from recognizing you as tax exempt.
- Describe your purposes and proposed activities in specific easily understood terms.
- Financial information should correspond with proposed activities.

☑ Schedules. Submit only those schedules that apply to you and check either "Yes" or "No" below.

Schedule A	Yes ___ No ✓	Schedule E	Yes ___ No ✓
Schedule B	Yes ✓ No ___	Schedule F	Yes ___ No ✓
Schedule C	Yes ___ No ✓	Schedule G	Yes ___ No ✓
Schedule D	Yes ___ No ✓	Schedule H	Yes ___ No ✓

☑ An exact copy of your complete articles of organization (creating document). Absence of the proper purpose and dissolution clauses is the number one reason for delays in the issuance of determination letters.

- Location of Purpose Clause from Part III, line 1 (Page, Article and Paragraph Number) **Page 4, Article 5, P1**
- Location of Dissolution Clause from Part III, line 2b or 2c (Page, Article and Paragraph Number) or by operation of state law **Page 6, Article 6, P1**

☑ Signature of an officer, director, trustee, or other official who is authorized to sign the application.

- Signature at Part XI of Form 1023.

☑ Your name on the application must be the same as your legal name as it appears in your articles of organization.

Send completed Form 1023, user fee payment, and all other required information, to:

Internal Revenue Service
P.O. Box 192
Covington, KY 41012-0192

If you are using express mail or a delivery service, send Form 1023, user fee payment, and attachments to:

Internal Revenue Service
201 West Rivercenter Blvd.
Attn: Extracting Stop 312
Covington, KY 41011

Redfield Tri - County Charter School
P.O. Box 351
Redfield, AR 72132

1000

81-108/829

DATE 8/5/13

PAY TO THE ORDER OF Internal Revenue Service $ 850.00

Eight hundred fifty and NO/100 DOLLARS

Security Features Included. Details on Back.

PBNB
Pine Bluff National Bank
P.O. Box 7878
Pine Bluff, Arkansas 71611
www.pbnb.net
870-535-7222

FOR application fee 501(C)(3) FEIN# 46-2965353

Elizabeth Ann Lee Rawan
Amanda Right

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August 5, 2013

Redfield Tri-County Charter School
PO Box 351
Redfield, AR 72132
(501) 681-6697 Cell

Internal Revenue Service
201 West Rivercenter Blvd.
Attn: Extracting Stop 312
Covington, KY 41011

RE: 1023 Application for Recognition for Exemption – Redfield Tri-County Charter School
FEIN# 46-2965353

TO WHOM IT MAY CONCERN:

Redfield Tri-County Charter School will be submitting their application to the Arkansas Department of Education to meet the September 3rd deadline for an Open-Enrollment Public Charter School Application consideration for the school term 2014-2015 year. The Arkansas Department of Education requires applicants to have their federal exemption status before an approval would be granted.

It is our sincere hope that Redfield Tri-County Charter School's expedite request for non-profit filing exemption will be accepted due to the above stated requirement. We made an extraordinary effort to be precise and thorough in our completion of the application to help expedite the review process.

Please contact me at your convenience if you have any questions or if I can assist.

Best Regards,

Elizabeth A. Tuck-Rowan
Director/Treasurer

Form **1023**
(Rev. June 2006)
Department of the Treasury
Internal Revenue Service

Application for Recognition of Exemption
Under Section 501(c)(3) of the Internal Revenue Code

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**) **Redfield Tri-County Charter School**	2 c/o Name (if applicable) **Elizabeth A. Tuck-Rowan**
3 **Mailing address** (Number and street) (see instructions) Room/Suite **PO Box 351**	4 Employer Identification Number (EIN) **46-2965353**
City or town, state or country, and ZIP + 4 **Redfield, AR 72132-0351**	5 Month the annual accounting period ends (01 - 12) **07**
6 Primary contact (officer, director, trustee, or **authorized representative**) a Name: **Elizabeth A. Tuck-Rowan**	b Phone: **501-681-6697** 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, *Power of Attorney and Declaration of Representative*, with your application if you would like us to communicate with your representative. ☐ **Yes** ☑ **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. ☐ **Yes** ☑ **No**

9a Organization's website: **www.redfieldtricountycharterschool.org**

b Organization's email: (optional) **redfieldtricountycharterschool@gmail.com**

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. ☐ **Yes** ☑ **No**

11 Date incorporated if a corporation, or formed, if other than a corporation. (MM/DD/YYYY) **06 / 04 / 2013**

12 Were you formed under the laws of a **foreign country?** If "Yes," state the country. ☐ **Yes** ☑ **No**

Part II Organizational Structure

You must be a corporation (including a limited liability company), 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): **Page 4, Article 5, Paragraph 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. **Page 6, Article 6, Paragraph 1**	
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)
Larry O'Briant	**President/Director**	**712 Schoolwood Cove Redfield, AR 72132**	**None**
James Kight	**Vice President/Director**	**1628 Grant 77 Sheridan, AR 72150**	**None**
Amanda Kight	**Secretary/Director**	**714 Osage Drive Redfield, AR 72132**	**None**
Elizabeth A. Tuck-Rowan	**Treasurer/Director**	**PO Box 77 Redfield, AR 72132**	**None**
Ronnie Meredith	**Director**	**1208 Kimmel Road Redfield, AR 72132**	**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)
Not hired to date	**Director of Education**		**$70,000.00**
Not hired to date	**CFO**		**$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)
None			

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**? If "Yes," identify the individuals and explain the relationship. ☑ **Yes** ☐ **No**

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?	☑ Yes	☐ 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.	☑ Yes	☐ No
f	Do you or will you record in writing both the information on which you relied to base your decision and its source?	☑ Yes	☐ 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.	☑ Yes	☐ 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.	☐ Yes	☑ 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.	☐ Yes	☑ 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.	☐ Yes	☑ 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.	☐ Yes	☑ 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.	☑ Yes	☐ 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.	☑ Yes	☐ 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 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? If "Yes," describe each program that provides goods, services, or funds to individuals.	☑ Yes	☐ No
b	In carrying out your exempt purposes, do you provide goods, services, or funds to organizations? If "Yes," describe each program that provides goods, services, or funds to organizations.	☐ Yes	☑ No
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 or 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. (See instructions.) ☑ Yes ☐ No

- ☐ mail solicitations
- ☐ email solicitations
- ☐ personal solicitations
- ☐ vehicle, boat, plane, or similar donations
- ☑ foundation grant solicitations
- ☐ phone solicitations
- ☑ accept donations on your website
- ☐ receive donations from another organization's website
- ☑ government grant solicitations
- ☑ 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.	☑ **Yes**	☐ **No**
16	Are you applying for exemption as a **cooperative hospital service organization** under section 501(e)? If "Yes," explain.	☐ **Yes**	☑ **No**
17	Are you applying for exemption as a **cooperative service organization of operating educational organizations** under section 501(f)? If "Yes," explain.	☐ **Yes**	☑ **No**
18	Are you applying for exemption as a **charitable risk pool** under section 501(n)? If "Yes," explain.	☐ **Yes**	☑ **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.	☑ **Yes**	☐ **No**
20	Is your main function to provide **hospital** or **medical care**? If "Yes," complete Schedule C.	☐ **Yes**	☑ **No**
21	Do you or will you provide **low-income housing** or housing for the **elderly** or **handicapped**? If "Yes," complete Schedule F.	☐ **Yes**	☑ **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. **Note: Private foundations** may use Schedule H to request advance approval of individual grant procedures.	☐ **Yes**	☑ **No**

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 (a) From 01/01/13 To 06/30/13	3 prior tax years or 2 succeeding tax years (b) From 07/01/13 To 06/30/14	(c) From 07/01/14 To 06/30/15	(d) From 07/01/15 To 06/30/16	(e) Provide Total for (a) through (d)
Revenues	1 Gifts, grants, and contributions received (do not include unusual grants)	3,863.00	20,000.00	1,031,280.00	1,375,040.00	2,430,183.00
	2 Membership fees received	0.00	0.00	0.00	0.00	0.00
	3 Gross investment income	0.00	0.00	0.00	0.00	0.00
	4 Net unrelated business income	0.00	0.00	0.00	0.00	0.00
	5 Taxes levied for your benefit	0.00	0.00	0.00	0.00	0.00
	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)	0.00	0.00	0.00	0.00	0.00
	7 Any revenue not otherwise listed above or in lines 9–12 below (attach an itemized list)	0.00	0.00	0.00	0.00	0.00
	8 Total of lines 1 through 7	3,863.00	20,000.00	1,031,280.00	1,375,040.00	2,430,183.00
	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)	0.00	0.00	0.00	0.00	0.00
	10 Total of lines 8 and 9	3,863.00	20,000.00	1,031,280.00	1,375,040.00	2,430,183.00
	11 Net gain or loss on sale of capital assets (attach schedule and see instructions)	0.00	0.00	0.00	0.00	0.00
	12 Unusual grants	0.00	0.00	0.00	0.00	0.00
	13 Total Revenue Add lines 10 through 12	3,863.00	20,000.00	1,031,280.00	1,375,040.00	2,430,183.00
Expenses	14 Fundraising expenses	0.00	0.00	0.00	0.00	
	15 Contributions, gifts, grants, and similar amounts paid out (attach an itemized list)	0.00	0.00	0.00	0.00	
	16 Disbursements to or for the benefit of members (attach an itemized list)	0.00	0.00	0.00	0.00	
	17 Compensation of officers, directors, and trustees	0.00	0.00	0.00	0.00	
	18 Other salaries and wages	0.00	0.00	618,739.00	735,411.00	
	19 Interest expense	0.00	0.00	0.00	0.00	
	20 Occupancy (rent, utilities, etc.)	0.00	6,000.00	55,500.00	80500.00	
	21 Depreciation and depletion	0.00	0.00	0.00	0.00	
	22 Professional fees	0.00	0.00	0.00	0.00	
	23 Any expense not otherwise classified, such as program services (attach itemized list)	45.00	0.00	299,859.00	323,271.00	
	24 Total Expenses Add lines 14 through 23	45.00	6,000.00	974,098.00	1,139,182.00	

Part IX Financial Data *(Continued)*

B. Balance Sheet (for your most recently completed tax year)

			Year End: * (Whole dollars)
	Assets		
1	Cash	1	3818.00
2	Accounts receivable, net	2	0.00
3	Inventories	3	0.00
4	Bonds and notes receivable (attach an itemized list)	4	0.00
5	Corporate stocks (attach an itemized list)	5	0.00
6	Loans receivable (attach an itemized list)	6	0.00
7	Other investments (attach an itemized list)	7	0.00
8	Depreciable and depletable assets (attach an itemized list)	8	0.00
9	Land	9	0.00
10	Other assets (attach an itemized list)	10	0.00
11	Total Assets (add lines 1 through 10)	11	3818.00
	Liabilities		
12	Accounts payable	12	0.00
13	Contributions, gifts, grants, etc. payable	13	0.00
14	Mortgages and notes payable (attach an itemized list)	14	0.00
15	Other liabilities (attach an itemized list)	15	0.00
16	Total Liabilities (add lines 12 through 15)	16	0.00
	Fund Balances or Net Assets		
17	Total fund balances or net assets	17	3818.00
18	Total Liabilities and Fund Balances or Net Assets (add lines 16 and 17)	18	3818.00

19 Have there been any substantial changes in your assets or liabilities since the end of the period shown above? If "Yes," explain. ☐ Yes ☑ 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. ☐ Yes ☑ 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. ☐

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. ☐ Yes ☐ 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. ☐ Yes ☐ 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? ☐ Yes ☐ 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. ☐

b 509(a)(1) and 170(b)(1)(A)(ii)—a **school**. Complete and attach Schedule B. ☑

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. ☐

d 509(a)(3)—an organization supporting either one or more organizations described in line 5a through c, f, g, or h or a publicly supported section 501(c)(4), (5), or (6) organization. Complete and attach Schedule D. ☐

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 $750. 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 $300. 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? If "Yes," check the box on line 2 and enclose a user fee payment of $300 (Subject to change—see above). If "No," check the box on line 3 and enclose a user fee payment of $750 (Subject to change—see above).	☑ Yes	☐ No
2	Check the box if you have enclosed the reduced user fee payment of $300 (Subject to change).	☐	
3	Check the box if you have enclosed the user fee payment of $750 (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

Elizabeth A Tuck-Rowan
(Signature of Officer, Director, Trustee, or other authorized official)

Elizabeth A. Tuck-Rowan
(Type or print name of signer)

08/05/13
(Date)

Treasurer
(Type or print title or authority of signer)

Reminder: Send the completed Form 1023 Checklist with your filled-in-application.

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? **Whitehall School District, Jefferson County, Arkansas**		
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. **Note.** Make sure your answer is consistent with the information provided in Part VIII, line 7a.	☐ Yes	☑ No
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. **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.	☑ Yes	☐ No

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

Schedule B. Schools, Colleges, and Universities *(Continued)*

5 Complete the table below to show the racial composition for the current academic year and projected for the next academic year, of: (a) the student body, (b) the faculty, and (c) the administrative staff. Provide actual numbers rather than percentages for each racial category.

If you are not operational, submit an estimate based on the best information available (such as the racial composition of the community served).

Racial Category	(a) Student Body		(b) Faculty		(c) Administrative Staff	
	Current Year	Next Year	Current Year	Next Year	Current Year	Next Year
Black	**0**	**27**	**0**	**1**	**0**	**1**
Hispanic	**0**	**10**	**0**	**0**	**0**	**0**
White	**0**	**111**	**0**	**9**	**0**	**4**
Other	**0**	**2**	**0**		**0**	**0**
Total	**0**	**150**	**0**	**10**	**0**	**5**

6 In the table below, provide the number and amount of loans and scholarships awarded to students enrolled by racial categories.

Racial Category	Number of Loans		Amount of Loans		Number of Scholarships		Amount of Scholarships	
	Current Year	Next Year	Current Year	Next Year	Current Year	Next Year	Current Year	Next Year
Black	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
Hispanic	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
White	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
Other	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**
Total	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**

7a Attach a list of your incorporators, founders, board members, and donors of land or buildings, whether individuals or organizations.

b Do any of these individuals or organizations have an objective to maintain segregated public or private school education? If "Yes," explain. ☐ **Yes** ☑ **No**

8 Will you maintain records according to the non-discrimination provisions contained in Revenue Procedure 75-50? If "No," explain. (See instructions.) ☑ **Yes** ☐ **No**

Part II Organizational Structure

1.
Attached: State of Arkansas Articles of Incorporation of Redfield Tri-County Charter School

STATE OF ARKANSAS

SECRETARY OF STATE

Mark Martin
ARKANSAS SECRETARY OF STATE

To All to Whom These Presents Shall Come, Greetings:

I, Mark Martin, Arkansas Secretary of State of Arkansas, do hereby certify that the following and hereto attached instrument of writing is a true and perfect copy of

Articles of Incorporation

of

REDFIELD TRI-COUNTY CHARTER SCHOOL

filed in this office June 4, 2013 in compliance with the provisions of the law and are hereby declared a body politic and corporate, by the name and style aforesaid, with all the powers, privileges and immunities granted in the law thereunto appertaining.

In Testimony Whereof, I have hereunto set my hand and affixed my official Seal. Done at my office in the City of Little Rock, this 4th day of June, 2013.

Mark Martin

Arkansas Secretary of State

FILED - Arkansas Secretary of State - Mark Martin - Doc#: 3573277001 - Filing#: 811034823 - Filed On: 6/4/2013 12:49:00 PM - Page(s): 7

We, the undersigned, acting as incorporators of a corporation under the Arkansas Non profit Act (Act 1147 of 1993), adopt the following Articles of Incorporation of such corporation.

1: **The name of the corporation is:**
REDFIELD TRI-COUNTY CHARTER SCHOOL

2: **The corporation is:** PUBLIC - BENEFIT CORPORATION

3: **Will this corporation have members:** NO

4: **Power of the corporation:**
B. ARTICLE IV GENERAL PROHIBITIONS AND RESTRICTIONS. NO PART OF THE NET EARNINGS OF THE CORPORATION WILL INURE TO THE BENEFIT OF ANY DIRECTOR OR OFFICER OF THE CORPORATION OR TO THE BENEFIT OF ANY OTHER PRIVATE INDIVIDUAL OTHER THAN PUBLIC SCHOOL STUDENTS WHO ATTEND CHARTER SCHOOLS THAT ARE OPERATED AND/OR ORGANIZED BY THE CORPORATION OR WHO RECEIVE EDUCATIONAL SERVICES FROM THE CORPORATION. HOWEVER, THE CORPORATION MAY PAY REASONABLE COMPENSATION FOR SERVICES RENDERED TO THE CORPORATION AND MAY MAKE PAYMENTS AND DISTRIBUTIONS IN FURTHERANCE OF ONE OR MORE OF THE CORPORATION'S EXEMPT PURPOSES STATED IN THIS ARTICLE V. NOTWITHSTANDING ANY OTHER PROVISION OF THESE ARTICLES OF INCORPORATION OR STATE LAW, THE CORPORATION SHALL BE SUBJECT TO THE FOLLOWING PROVISIONS: (A) THE CORPORATION SHALL NOT ENGAGE IN OR CARRY ON ANY ACTIVITIES THAT ARE NOT PERMITTED BY: (I) A CORPORATION EXEMPT FROM FEDERAL INCOME TAX UNDER SECTION 501(C)(3) OF THE CODE; OR (II) A CORPORATION, CONTRIBUTIONS TO WHICH ARE DEDUCTIBLE UNDER SECTION 170(C)(2) OF THE CODE; OR (III) A PUBLIC

CHARTER SCHOOL ORGANIZED UNDER ARKANSAS LAW. (B) THE CORPORATION SHALL NOT ENGAGE IN ACTIVITIES OR USE ITS ASSETS IN MANNERS THAT ARE NOT IN FURTHERANCE OF ONE OR MORE EXEMPT PURPOSES, AS SET FORTH ABOVE AND DEFINED BY THE CODE AND RELATED REGULATIONS RULINGS, AND PROCEDURES EXCEPT TO AN INSUBSTANTIAL DEGREE. (C) THE CORPORATION SHALL NOT SERVICE A PRIVATE INTEREST OTHER THAN ONE THAT IS CLEARLY INCIDENTAL TO AN OVERRIDING INTEREST. (D) THE CORPORATION SHALL NOT ATTEMPT TO INFLUENCE LEGISLATION BY PROPAGANDA OR OTHERWISE, EXCEPT AS PROVIDED BY THE CODE AND RELATED REGULATIONS, RULING AND PROCEDURES. (E) THE CORPORATION SHALL NOT PARTICIPATE IN OR INTERVENE IN ANY POLITICAL CAMPAIGN ON BEHALF OF OR IN OPPOSITION TO ANY CANDIDATE FOR PUBLIC OFFICE. THE PROHIBITED ACTIVITIES INCLUDE THE PUBLISHING OR DISTRIBUTING OF STATEMENTS AND ANY OTHER DIRECT OR INDIRECT CAMPAIGN ACTIVITIES. (F) THE CORPORATION SHALL NOT PERMIT ANY PART OF THE NET EARNINGS OF THE CORPORATION TO INURE TO THE BENEFIT OF ANY PRIVATE INDIVIDUAL. (G) THE CORPORATION SHALL NOT CARRY ON AN UNRELATED TRADE OR BUSINESS, EXCEPT AS A SECONDARY PURPOSE RELATED TO THE CORPORATION'S PRIMARY, EXEMPT PURPOSE. (H) THE CORPORATION SHALL MAKE QUALIFYING DISTRIBUTIONS EACH TAXABLE YEAR AT SUCH TIME AND IN SUCH MANNER AS NOT TO SUBJECT THE CORPORATION TO TAX UNDER SECTION 4942 OF THE CODE. (I) THE CORPORATION SHALL NOT ENGAGE IN ANY ACT OF SELF-DEALING, AS DEFINED IN SECTION 4941(D) OF THE CODE. (J) THE CORPORATION

SHALL NOT RETAIN ANY EXCESS BUSINESS HOLDINGS AS DEFINED IN SECTION 4943(C) OF THE CODE. (K) THE CORPORATION SHALL NOT MAKE ANY INVESTMENTS IN A MANNER THAT WOULD SUBJECT IT TO TAX UNDER SECTION 4944 OF THE CODE. (L) THE CORPORATION SHALL NOT MAKE ANY TAXABLE EXPENDITURE AS DEFINED IN SECTION 4945(D) OF THE CODE.

5: **The purpose for which this corporation is organized:**

B. ARTICLE V GENERAL PURPOSES. THE CORPORATION IS ORGANIZED AND SHALL BE OPERATED EXCLUSIVELY FOR CHARITABLE, EDUCATIONAL AND SCIENTIFIC PURPOSES WITHIN THE MEANING OF SECTION 501(C)(3) OF THE INTERNAL REVENUE CODE OF 1986, AS AMENDED OR THE CORRESPONDING SECTION OF ANY FUTURE FEDERAL TAX CODE ("CODE"), BY ENTERING INTO CHARTERS FOR THE ESTABLISHMENT OF ONE OR MORE CHARTER SCHOOLS (AS DEFINED IN ARK. CODE ANN. TITLE 6 CHAPTER 23) WITHIN THE STATE OF ARKANSAS, BY PROVIDING EDUCATIONAL SERVICES TO PRIMARY OR SECONDARY SCHOOL STUDENTS, AND BY ARRANGING FOR OR PROVIDING MANAGEMENT SERVICES TO CHARTER SCHOOLS, AS MORE PARTICULARLY STATED BELOW. THE SCHOOLS SHALL BE ESTABLISHED IN ACCORDANCE WITH THE ARKANSAS ACT KNOWN BY THE TITLE "THE ARKANSAS CHARTER SCHOOLS OF 1999". SPECIFIC PURPOSES AND POWERS. IN ADDITION TO AND IN FURTHERANCE OF THE GENERAL PURPOSES STATED, THE CORPORATION SHALL OPERATE FOR THE FOLLOWING SPECIFIC PURPOSES AND SHALL HAVE THE FOLLOWING POWERS: (A) TO ENTER INTO ONE OR MORE CHARTER FOR THE ESTABLISHMENT OF CHARTER SCHOOLS; (B) TO FORM, MANAGE, OVERSEE, SUPPORT AND OTHERWISE ENCOURAGE THE

CONTINUATION OF PUBLIC CHARTER SCHOOLS WITHIN ARKANSAS: (C) TO PROVIDE EDUCATIONAL SERVICES TO PRIMARY AND SECONDARY SCHOOL STUDENTS OF ARKANSAS; (D) TO SOLICIT AND ACCEPT CONTRIBUTIONS AND GRANTS FROM THE GENERAL PUBLIC, FROM GOVERNMENTAL UNITS, AND FROM VARIOUS CHARITABLE FUNDING SOURCES, EXCLUSIVELY FOR THE CHARITABLE AND EDUCATIONAL PURPOSES SET FOR IN OR PERMITTED IN THIS ARTICLE V; (E) TO RECEIVE, INVEST, REINVEST, MAINTAIN, AND SELL OR OTHERWISE DISPOSE OF FUNDS OF MONEY OR OTHER PROPERTY AND TO USE AND APPLY OR ANY PART OF SUCH MONEY AND PROPERTY EXCLUSIVELY FOR CHARITABLE AND EDUCATIONAL PURPOSES DESCRIBED IN SECTION 501(C)(3) OF THE CODE, INCLUDING BUT NOT LIMITED TO: (I) DIRECT EXPENDITURES IN CARRYING OUT THE ACTIVITIES OR SERVING THE PURPOSES SET FORTH IN THIS SECTION; OR (II) CONTRIBUTIONS OR DISTRIBUTIONS TO ORGANIZATIONS THAT QUALIFY AS EXEMPT ORGANIZATIONS UNDER SECTION 501(C)(3) OF THE CODE; AND (F) TO PERFORM ANY OTHER LAWFUL ACTS IN FURTHERANCE OF ANY EXCLUSIVELY CHARITABLE OR EDUCATIONAL PURPOSE FOR WHICH A NONPROFIT CHARITABLE CORPORATION AND A CHARTER SCHOOL ORGANIZER MAY BE OPERATED UNDER APPLICABLE ARKANSAS LAW AND SECTION 501(C)(3) OF THE CODE. NOTHING IN THESE ARTICLES OF INCORPORATION, EXCEPT THAT WHICH IS STATED IN POWER OF THE CORPORATION SECTION ABOVE AND IN THE DISTRIBUTION OF ASSETS ON DISSOLUTION SECTION BELOW LIMITS THE AUTHORIZED PURPOSES OR ACTIVITIES OF THE CORPORATION UNDER THE ACT OR LIMITS THE DURATION AND POWERS OF THE CORPORATION AS PROVIDED IN THE

ACT.

6: Distribution of assets on dissolution:

B. ARTICLE VI DISSOLUTION. NO DIRECTOR, OFFICER, OR OTHER PRIVATE INDIVIDUAL IS ENTITLED TO SHARE IN ANY DISTRIBUTION OF THE CORPORATION'S ASSETS UPON IT DISSOLUTION. UPON THE DISSOLUTION OF THE CORPORATION, AND AFTER WINDING UP ITS AFFAIRS AND PAYING OR PROVIDING FOR ALL THE OTHER LAWFUL LIABILITIES OF THE CORPORATION UNDER APPLICABLE LAW: (A) THE CORPORATION SHALL FIRST RETURN TO THE ARKANSAS DEPARTMENT OF EDUCATION (THE "DEPARTMENT") ALL FUNDS REMAINING THAT THE CORPORATION RECEIVED FROM THE DEPARTMENT; AND (B) THE CORPORATION SHALL DISTRIBUTE ALL OF ITS REMAINING ASSETS EXCLUSIVELY FOR NON-PROFIT CHARITABLE OR EDUCATIONAL PURPOSES TO ONE OR MORE ORGANIZATIONS THAT ARE ORGANIZED AND OPERATED FOR SUCH PURPOSES AND WHICH ARE, AT THE TIME OF SUCH DISTRIBUTION, A QUALIFIED 501 (C)(3) ORGANIZATION DESCRIBED IN SECTIONS 170(C)(1) OR 170(C)(2) OF THE CODE.

7: Corporation's initial registered agent:

Name ELIZABETH A. TUCK-ROWAN

Street Address 4179 GRANT 58

City: REDFIELD

State: AR

ZIP: 72132-

8: The name and address of each incorporator is as follows:

Name 1 LARRY O'BRIANT

Address 712 SCHOOLWOOD

	1 COVE, REDFIELD, AR 72132
Name 2	JAMES KIGHT
Address 2	1628 GRANT 77, SHERIDAN, AR 72150
Name 3	AMANDA KIGHT
Address 3	714 OSAGE DRIVE, REDFIELD, AR 72132
Name 4	ELIZABETH A. TUCK-ROWAN
Address 4	4179 GRANT 58, REDFIELD, AR 72132
Name 5	RONNIE MEREDITH
Address 5	1208 KIMMEL ROAD, REDFIELD, AR 72132
Name 6	
Address 6	
Name 7	
Address 7	
Name 8	
Address 8	
Name 9	
Address 9	
Name 10	
Address 10	

**THIS FILING HAS A DELAYED EFFECTIVE DATE OF JUNE 4TH, 2013.
**

Optional Info:
ARTICLE IX THE INITIAL BOARD OF DIRECTORS OF THE CORPORATION (THE "BOARD") SHALL

BE COMPOSED OF SEVEN (7) MEMBERS. THE NAMES AND ADDRESSES OF THE PERSONS WHO ARE TO SERVE AS THE INITIAL BOARD OF DIRECTORS ARE: LARRY O'BRIANT, PRESIDENT/BOARD DIRECTOR, 712 SCHOOLWOOD COVE, REDFIELD, AR 72132 JAMES KIGHT, VP/BOARD DIRECTOR, 1628 GRANT 77, SHERIDAN, AR 72150 AMANDA KIGHT, SECRETARY/BOARD DIRECTOR, 714 OSAGE DRIVE, REDFIELD, AR 72132 ELIZABETH ANN TUCK-ROWAN, TREASURER/BOARD DIRECTOR, 4179 GRANT 58, REDFIELD, AR 72132 LINDA R. JOHNSON BANKS, BOARD DIRECTOR, 4 S. CASLAS LANE, HOT SPRINGS VILLAGE, AR 71909 TODD DOBBINS, BOARD DIRECTOR, 1804 RIVER ROAD, REDFIELD, AR 72132 RONNIE MEREDITH, BOARD DIRECTOR, 1208 KIMMEL ROAD, REDFIELD, AR 72132 ALL THE CORPORATION'S ACTIVITIES AND OPERATIONS SHALL BE MANAGED BY THE BOARD. THE BOARD MAY FROM TIME TO TIME FIX THE NUMBER OF DIRECTORS AS SET FORTH IN THE BYLAWS, BUT THE NUMBER OF THE DIRECTORS SHALL NOT BE LESS THAN THREE (3).

Signature of an Incorporator:

ELIZABETH TUCK-ROWAN

Part II. Organizational Structure

5 Bylaws

REDFIELD TRI-COUNTY CHARTER SCHOOL
BYLAWS

The Bylaws (the "Bylaws") govern the affairs of Redfield Tri-County Charter School, a non-profit corporation (the "Corporation"), organized under the Arkansas Nonprofit Corporation Act (the "Act"). The Corporation is organized to enter into charters for one or more open-enrollment public charter schools in the State of Arkansas and to provide educational services to students and teachers throughout Arkansas.

ARTICLE I
Name and Incorporation; Purposes

Section 1. Name. The name of the corporation is Redfield Tri-County Charter School.

Section 2. Location. The principal location of the corporation shall be determined by the Board of Directors. The Board of Directors may change the location of any office of the Corporation at any time.

Section 3. Registered Office. The Corporation shall have and continuously maintain in the State of Arkansas a registered office and a registered agent whose office is identical with such registered office, as required by the Act. The registered agent and the address of the registered office may be changed from time to time by the Board of Directors as provided in the Act.

Section 4. Purpose. The purposes for which the Corporation is formed is exclusively for charitable and educational purposes as allowed by Section 501(c)(3) of the Internal Revenue Code of 1986, as amended (the "Code"), and applicable regulations there under, and as further set forth in the Articles of Incorporation. Any activity not permitted to be carried on by an organization exempt under Section 501(c)(3) of the Code is hereby expressly prohibited. The Corporation pledges all of its assets for use in performing the charitable and educational purposes described herein and in the Articles of Incorporation.

The Corporation shall have all the powers given by the Act and any subsequent amendment thereof; provided, however, that the powers of the Corporation shall never be inconsistent with the purposes of the Corporation stated in the Articles of Incorporation and above or the laws of the State of Arkansas.

The Corporation is organized for nonprofit purposes. No part of the net earnings of the Corporation shall inure to the benefit of any director or officer of the Corporation, or any private individual, except that reasonable compensation may be paid for services rendered to or for the Corporation affecting one or more of its purposes (and no director, officer of the Corporation, or any private individual shall be entitled to share in the distribution of any of the corporate assets).

Section 5. Non-discrimination. The Corporation shall admit students of any race, color, national origin or ethnic origin to all rights, privileges, programs, and activities generally accorded or made available to students at the school. The Corporation shall not discriminate on the basis of race, color, national origin or ethnic origin in administration

of its educational policies, admissions policies and athletic and other school-administered programs. The Corporation shall 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. The Corporation shall conduct all of its activities in accordance with all applicable local, state, and federal anti-discrimination laws, as well as in accordance with all other laws and regulations applicable to the operation of public charter schools in the State of Arkansas.

ARTICLE II
Members

The Corporation shall have no members. The Board of Directors shall have all powers and duties for the conduct of the activities of the Corporation.

ARTICLE III
Board of Directors

Section 1. Powers. The Board of Directors shall have all powers and authority for the management of the educational services, business, property, and affairs of the Corporation, to do such lawful acts as it deems proper and appropriate to promote the objectives and purposes of the Corporation. The Board of Directors may, by general resolution, delegate to committees of its own number or to officers of the Corporations such powers as it may see fit for specified periods of time.

Section 2. Number. The Board of Directors shall consist of not less than five and not more than eleven persons. The President and/or Chair of the Corporation shall be a non-voting member of the Board of Directors.

Section 3. Qualifications and Nominations. Board members shall be sought who reflect the qualities, qualifications and diversity determined by the Board of Directors. The Corporation nominating committee, or if no committee shall have been appointed the full Board of Directors, shall present a slate of potential Directors and officers for election by the Board of Directors at the Annual Meeting of the Board of Directors.

Section 4. Term. The Board of Directors shall be self-perpetuating. 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 and such director's successor has been elected and qualified, or until the director's death, resignation, or removal. There shall be no limit to the number of terms, consecutive or otherwise, during which a person may serve as a Director.

Section 5. Resignation. Any director may resign at any time by giving written notice to the President or the Secretary of the Corporation. 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.

Section 6. Removal. The Board of Directors may remove any Direct 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 is to 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.

Section 7. Vacancies. 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.

Section 8. Annual Meeting. An annual meeting of the Board of Directors for the election of Directors and Officers and such other business as may come before the meeting shall be held once a year, at such time and at such place, as may be fixed by the Board of Directors.

Section 9. Regular Meetings. In addition to the Annual Meeting, Regular meetings of the Board of Directors shall be held once a month from September through June, except in the month of the Annual Meeting, and at such other times as the Board may, from time to time, determine.

Section 10. Special Meetings. Special meetings of the Board of Directors may be held at any time upon the call of the President or three (3) directors for the transaction of such business as may properly be brought before the Board of Directors.

Section 11. Notice. Written notice to each Director shall be given not less than thirty (30) days before the date of the Annual Meeting, ten (10) days before any Regular meeting and not less than twenty-four (24) hours before a special meeting and shall include the time, place and purpose of such meeting. A waiver in writing signed by a person entitled to receive a notice shall be deemed equivalent to the giving of the notice. The attendance of a person at a meeting shall constitute a waiver of notice of the meeting unless the person attends for the express purpose of objecting to the transaction of any business because the meeting is not lawfully called or convened. Any and all meetings of the Board of Directors, or any committee thereof, shall be held in compliance with the Arkansas Freedom of Information Act, the Arkansas Charter Schools Act of 1999 and any other state law applicable to such meetings, including any notices required thereby.

Section 12. Quorum and Voting. A majority of the full number of directors shall constitute a quorum of the Board for the transaction of business. When a quorum is present, a majority of the Directors present may take any action on behalf of the Board, except to the extent that a larger number is required by law, by the Articles of Incorporation, or by these Bylaws. Each Director shall have one (1) vote, except that the President shall only vote if there is an equal number of votes for and against a matter in order to break the tie and allow the matter to be decided. Every act of a majority of the directors entitled to vote and present at a meeting duly held at which a quorum is present shalt be regarded as the act of the Board of Directors.

ARTICLE X
Amendments

The Board of Directors shall have the power to make, amend, or repeal these Bylaws, either in whole or in part. The Bylaws may be amended at any regular meeting of the Board of Directors or any special meeting called for that purpose. Written notice stating the time and location of the regular meeting or special meeting must be given to all Directors and, if required, posted in all places required by the Arkansas Freedom of Information Act. Any change shall require the approval by a two-thirds (2/3) vote of the full membership of the Board of Directors, except that Article I, Section 4 and Article IX may be amended only by the affirmative vote of all of the members of the Board of Directors and no amendment shall authorize the Board of Directors to conduct the affairs of the Corporation in any manner or for any purpose contrary to the provisions of Section 50 l(c)(3) of the Code, or any successor provision.

The Board of Directors shall have the power to amend the Articles of Incorporation, either in whole or in part, by the approval of two-thirds (2/3) of the full membership of the Board of Directors, except that Article V may be amended only by the affirmative vote of all of the members of the Board of Directors and no amendment shall authorize the Board of Directors to conduct the affairs of the Corporation in any manner or for any purpose contrary to the provisions of Section 501(c)(3) of the Code, or any successor provision.

These By-laws were adopted by the Board of Directors at its meeting held on 03 June 2013 by a vote of unanimous vote

Amanda Kight
Board Secretary

Schedule B. Schools, Universities, Colleges, and Universities

Section II Establishment of Racially Nondiscriminatory Policy

1. Yes, See Bylaws, Article I, Section 5 which is attached behind this document for ease of review.

3. Notice of nondiscriminatory policy of RTCCS has yet been published because the application of RTCCS to operate a charter school has not yet been ruled upon by the Arkansas State Board of Education. Therefore, RTCCS is neither operating a school nor soliciting students to attend the school as of the filing of this application. Upon approval of the application to operate a charter school by the Arkansas State Board of Education, the corporation will publish notice if it's nondiscriminatory policy.

REDFIELD TRI-COUNTY CHARTER SCHOOL
BYLAWS

The Bylaws (the "Bylaws") govern the affairs of Redfield Tri-County Charter School, a non-profit corporation (the "Corporation"), organized under the Arkansas Nonprofit Corporation Act (the "Act"). The Corporation is organized to enter into charters for one or more open-enrollment public charter schools in the State of Arkansas and to provide educational services to students and teachers throughout Arkansas.

ARTICLE I
Name and Incorporation; Purposes

Section 1. Name. The name of the corporation is Redfield Tri-County Charter School.

Section 2. Location. The principal location of the corporation shall be determined by the Board of Directors. The Board of Directors may change the location of any office of the Corporation at any time.

Section 3. Registered Office. The Corporation shall have and continuously maintain in the State of Arkansas a registered office and a registered agent whose office is identical with such registered office, as required by the Act. The registered agent and the address of the registered office may be changed from time to time by the Board of Directors as provided in the Act.

Section 4. Purpose. The purposes for which the Corporation is formed is exclusively for charitable and educational purposes as allowed by Section 501(c)(3) of the Internal Revenue Code of 1986, as amended (the "Code"), and applicable regulations there under, and as further set forth in the Articles of Incorporation. Any activity not permitted to be carried on by an organization exempt under Section 501(c)(3) of the Code is hereby expressly prohibited. The Corporation pledges all of its assets for use in performing the charitable and educational purposes described herein and in the Articles of Incorporation.

The Corporation shall have all the powers given by the Act and any subsequent amendment thereof; provided, however, that the powers of the Corporation shall never be inconsistent with the purposes of the Corporation stated in the Articles of Incorporation and above or the laws of the State of Arkansas.

The Corporation is organized for nonprofit purposes. No part of the net earnings of the Corporation shall inure to the benefit of any director or officer of the Corporation, or any private individual, except that reasonable compensation may be paid for services rendered to or for the Corporation affecting one or more of its purposes (and no director, officer of the Corporation, or any private individual shall be entitled to share in the distribution of any of the corporate assets).

Section 5. Non-discrimination. The Corporation shall admit students of any race, color, national origin or ethnic origin to all rights, privileges, programs, and activities generally accorded or made available to students at the school. The Corporation shall not discriminate on the basis of race, color, national origin or ethnic origin in administration

of its educational policies, admissions policies and athletic and other school-administered programs. The Corporation shall 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. The Corporation shall conduct all of its activities in accordance with all applicable local, state, and federal anti-discrimination laws, as well as in accordance with all other laws and regulations applicable to the operation of public charter schools in the State of Arkansas.

ARTICLE II
Members

The Corporation shall have no members. The Board of Directors shall have all powers and duties for the conduct of the activities of the Corporation.

ARTICLE III
Board of Directors

Section 1. Powers. The Board of Directors shall have all powers and authority for the management of the educational services, business, property, and affairs of the Corporation, to do such lawful acts as it deems proper and appropriate to promote the objectives and purposes of the Corporation. The Board of Directors may, by general resolution, delegate to committees of its own number or to officers of the Corporations such powers as it may see fit for specified periods of time.

Section 2. Number. The Board of Directors shall consist of not less than five and not more than eleven persons. The President and/or Chair of the Corporation shall be a non-voting member of the Board of Directors.

Section 3. Qualifications and Nominations. Board members shall be sought who reflect the qualities, qualifications and diversity determined by the Board of Directors. The Corporation nominating committee, or if no committee shall have been appointed the full Board of Directors, shall present a slate of potential Directors and officers for election by the Board of Directors at the Annual Meeting of the Board of Directors.

Section 4. Term. The Board of Directors shall be self-perpetuating. 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 and such director's successor has been elected and qualified, or until the director's death, resignation, or removal. There shall be no limit to the number of terms, consecutive or otherwise, during which a person may serve as a Director.

Section 5. Resignation. Any director may resign at any time by giving written notice to the President or the Secretary of the Corporation. 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.

IRS DEPARTMENT OF THE TREASURY
INTERNAL REVENUE SERVICE
CINCINNATI OH 45999-0023

Date of this notice: 06-13-2013

Employer Identification Number:
46-2965353

Form: SS-4

Number of this notice: CP 575 E

REDFIELD TRI-COUNTY CHARTER SCHOOL
PO BOX 351
REDFIELD, AR 72132

For assistance you may call us at:
1-800-829-4933

IF YOU WRITE, ATTACH THE
STUB AT THE END OF THIS NOTICE.

WE ASSIGNED YOU AN EMPLOYER IDENTIFICATION NUMBER

Thank you for applying for an Employer Identification Number (EIN). We assigned you EIN 46-2965353. This EIN will identify you, your business accounts, tax returns, and documents, even if you have no employees. Please keep this notice in your permanent records.

When filing tax documents, payments, and related correspondence, it's very important that you use your EIN along with your complete name and address exactly as shown above. Any variation may cause a delay in processing, result in incorrect information in your account, or even cause you to be assigned more than one EIN. If the information shown above isn't correct, please send us the correction using the attached tear-off stub.

Annual filing requirements

Most organizations with an EIN have an annual filing requirement, even if they engage in minimal or no activity.

A. If you are tax exempt, you may be required to file one of the following returns or notices:

Form 990, Return of Organization Exempt From Income Tax
Form 990-EZ, Short Form Return of Organization Exempt From Income Tax
Form 990-PF, Return of Private Foundation
Form 990-N, e-Postcard (available online only)

Additionally, you may be required to file your annual return electronically.

If an organization required to file a Form 990, Form 990-PF, Form 990-EZ, or Form 990-N does not do so for three consecutive years, its tax-exempt status is automatically revoked as of the due date of the third return or notice.

Please refer to www.irs.gov/990filing for the most current information on your filing requirements.

B. If you are not tax-exempt, you may be required to file one of the following returns:

Form 1120, U.S. Corporation Income Tax Return
Form 1041, U.S. Income Tax Return for Estates and Trusts
Form 1065, U.S. Return of Partnership Income

Please refer to Publication 1635, Understanding Your EIN, for more information about which forms you may be required to file.

(IRS USE ONLY) 575E 06-13-2013 REDF O 9999999999 SS-4

Applying for Tax-Exempt Status

Receiving an EIN from the IRS is not the same thing as receiving IRS recognition of tax-exempt status. To apply for formal recognition of tax-exempt status, most organizations will need to complete either Form 1023, *Application for Recognition Under Section 501(c)(3) of the Internal Revenue Code*, or Form 1024, *Application for Recognition of Exemption Under Section 501(a)*. Submit the completed form, all applicable attachments, and the required user fee to:

Internal Revenue Service
PO Box 12192
Covington, KY 41012-0192

Publication 557, Tax Exempt Status for Your Organization, has details on the application, process as well as information on returns you may need to file.

Additional information

To obtain tax forms and publications, including those referenced in this notice, visit our Web site at www.irs.gov. If you don't have access to the Internet, call 1-800-829-3676 (TTY/TDD 1-800-829-4059) or visit your local IRS office.

IMPORTANT REMINDERS:

* Keep a copy of this notice in your permanent records. **This notice is issued only one time and the IRS will not be able to generate a duplicate copy for you.** You may give a copy of this document to anyone asking for proof of your EIN.
* Use this EIN and your name exactly as they appear at the top of this notice on all your federal tax forms.
* Refer to this EIN on your tax-related correspondence and documents.
* Provide future officers of your organization with a copy of this notice.

If you have questions about your EIN, you can contact us using the phone number or address shown at the top of this notice. If you write, please tear off the stub at the bottom of this notice and send it along with your letter. If you don't need to write us, please don't complete and return this stub.

Your name control associated with this EIN is REDF. You will need to provide this information, along with your EIN, if you file your returns electronically.

Thank you for your cooperation.

(IRS USE ONLY) 575E 06-13-2013 REDF O 9999999999 SS-4

Keep this part for your records. CP 575 E (Rev. 7-2007)

Return this part with any correspondence so we may identify your account. Please correct any errors in your name or address.

CP 575 E

9999999999

Your Telephone Number Best Time to Call

( ) -

DATE OF THIS NOTICE: 06-13-2013
EMPLOYER IDENTIFICATION NUMBER: 46-2965353
FORM: SS-4 NOBOD

INTERNAL REVENUE SERVICE
CINCINNATI OH 45999-0023

REDFIELD TRI-COUNTY CHARTER SCHOOL
PO BOX 351
REDFIELD, AR 72132

Part III Required Provisions in Your Organizing Document

1 Page 4, Article 5, Paragraph 1 per reference and as follows

2 Page 6, Article 6, Paragraph 1 per reference and as follows

SHALL NOT RETAIN ANY EXCESS BUSINESS HOLDINGS AS DEFINED IN SECTION 4943(C) OF THE CODE. (K) THE CORPORATION SHALL NOT MAKE ANY INVESTMENTS IN A MANNER THAT WOULD SUBJECT IT TO TAX UNDER SECTION 4944 OF THE CODE. (L) THE CORPORATION SHALL NOT MAKE ANY TAXABLE EXPENDITURE AS DEFINED IN SECTION 4945(D) OF THE CODE.

5: **The purpose for which this corporation is organized:**

B. ARTICLE V GENERAL PURPOSES. THE CORPORATION IS ORGANIZED AND SHALL BE OPERATED EXCLUSIVELY FOR CHARITABLE, EDUCATIONAL AND SCIENTIFIC PURPOSES WITHIN THE MEANING OF SECTION 501(C)(3) OF THE INTERNAL REVENUE CODE OF 1986, AS AMENDED OR THE CORRESPONDING SECTION OF ANY FUTURE FEDERAL TAX CODE ("CODE"), BY ENTERING INTO CHARTERS FOR THE ESTABLISHMENT OF ONE OR MORE CHARTER SCHOOLS (AS DEFINED IN ARK. CODE ANN. TITLE 6 CHAPTER 23) WITHIN THE STATE OF ARKANSAS, BY PROVIDING EDUCATIONAL SERVICES TO PRIMARY OR SECONDARY SCHOOL STUDENTS, AND BY ARRANGING FOR OR PROVIDING MANAGEMENT SERVICES TO CHARTER SCHOOLS, AS MORE PARTICULARLY STATED BELOW. THE SCHOOLS SHALL BE ESTABLISHED IN ACCORDANCE WITH THE ARKANSAS ACT KNOWN BY THE TITLE "THE ARKANSAS CHARTER SCHOOLS OF 1999". SPECIFIC PURPOSES AND POWERS. IN ADDITION TO AND IN FURTHERANCE OF THE GENERAL PURPOSES STATED, THE CORPORATION SHALL OPERATE FOR THE FOLLOWING SPECIFIC PURPOSES AND SHALL HAVE THE FOLLOWING POWERS: (A) TO ENTER INTO ONE OR MORE CHARTER FOR THE ESTABLISHMENT OF CHARTER SCHOOLS; (B) TO FORM, MANAGE, OVERSEE, SUPPORT AND OTHERWISE ENCOURAGE THE

CONTINUATION OF PUBLIC CHARTER SCHOOLS WITHIN ARKANSAS: (C) TO PROVIDE EDUCATIONAL SERVICES TO PRIMARY AND SECONDARY SCHOOL STUDENTS OF ARKANSAS; (D) TO SOLICIT AND ACCEPT CONTRIBUTIONS AND GRANTS FROM THE GENERAL PUBLIC, FROM GOVERNMENTAL UNITS, AND FROM VARIOUS CHARITABLE FUNDING SOURCES, EXCLUSIVELY FOR THE CHARITABLE AND EDUCATIONAL PURPOSES SET FOR IN OR PERMITTED IN THIS ARTICLE V; (E) TO RECEIVE, INVEST, REINVEST, MAINTAIN, AND SELL OR OTHERWISE DISPOSE OF FUNDS OF MONEY OR OTHER PROPERTY AND TO USE AND APPLY OR ANY PART OF SUCH MONEY AND PROPERTY EXCLUSIVELY FOR CHARITABLE AND EDUCATIONAL PURPOSES DESCRIBED IN SECTION 501(C)(3) OF THE CODE, INCLUDING BUT NOT LIMITED TO: (I) DIRECT EXPENDITURES IN CARRYING OUT THE ACTIVITIES OR SERVING THE PURPOSES SET FORTH IN THIS SECTION; OR (II) CONTRIBUTIONS OR DISTRIBUTIONS TO ORGANIZATIONS THAT QUALIFY AS EXEMPT ORGANIZATIONS UNDER SECTION 501(C)(3) OF THE CODE; AND (F) TO PERFORM ANY OTHER LAWFUL ACTS IN FURTHERANCE OF ANY EXCLUSIVELY CHARITABLE OR EDUCATIONAL PURPOSE FOR WHICH A NONPROFIT CHARITABLE CORPORATION AND A CHARTER SCHOOL ORGANIZER MAY BE OPERATED UNDER APPLICABLE ARKANSAS LAW AND SECTION 501(C)(3) OF THE CODE. NOTHING IN THESE ARTICLES OF INCORPORATION, EXCEPT THAT WHICH IS STATED IN POWER OF THE CORPORATION SECTION ABOVE AND IN THE DISTRIBUTION OF ASSETS ON DISSOLUTION SECTION BELOW LIMITS THE AUTHORIZED PURPOSES OR ACTIVITIES OF THE CORPORATION UNDER THE ACT OR LIMITS THE DURATION AND POWERS OF THE CORPORATION AS PROVIDED IN THE

ACT.

2.

6: Distribution of assets on dissolution:

B. ARTICLE VI DISSOLUTION. NO DIRECTOR, OFFICER, OR OTHER PRIVATE INDIVIDUAL IS ENTITLED TO SHARE IN ANY DISTRIBUTION OF THE CORPORATION'S ASSETS UPON IT DISSOLUTION. UPON THE DISSOLUTION OF THE CORPORATION, AND AFTER WINDING UP ITS AFFAIRS AND PAYING OR PROVIDING FOR ALL THE OTHER LAWFUL LIABILITIES OF THE CORPORATION UNDER APPLICABLE LAW: (A) THE CORPORATION SHALL FIRST RETURN TO THE ARKANSAS DEPARTMENT OF EDUCATION (THE "DEPARTMENT") ALL FUNDS REMAINING THAT THE CORPORATION RECEIVED FROM THE DEPARTMENT; AND (B) THE CORPORATION SHALL DISTRIBUTE ALL OF ITS REMAINING ASSETS EXCLUSIVELY FOR NON-PROFIT CHARITABLE OR EDUCATIONAL PURPOSES TO ONE OR MORE ORGANIZATIONS THAT ARE ORGANIZED AND OPERATED FOR SUCH PURPOSES AND WHICH ARE, AT THE TIME OF SUCH DISTRIBUTION, A QUALIFIED 501 (C)(3) ORGANIZATION DESCRIBED IN SECTIONS 170(C)(1) OR 170(C)(2) OF THE CODE.

7: Corporation's initial registered agent:

Name ELIZABETH A. TUCK-ROWAN

Street Address 4179 GRANT 58

City: REDFIELD

State: AR

ZIP: 72132-

8: The name and address of each incorporator is as follows:

Name 1 LARRY O'BRIANT

Address 712 SCHOOLWOOD

Part IV.

Narrative Description of Your Activities

Past

An organization was formed in October 2012 "Keep Redfield Middle School" to work with the White Hall School Board and Arkansas Dept. of Education in an effort to find ways to keep the middle school open for the students of Redfield. Keep Redfield Middle School has applied for tax exempt status under 501(c)(3) of the Internal Revenue code and received its verbal approval on July 17th, 2013 pending formal documentation to follow in the next couple weeks. This organization held fundraising events and accepted donations by the public to raise the funds needed to establish an open-enrollment charter school in Redfield. The Redfield Middle School was closed this May, 2013 and this began the need for an alternative educational opportunity for the children of Redfield.

Present

A task force was developed to seek out the best educational opportunities that would be available to the children of Redfield with the closing of the Middle School. The task force felt a need to extend this to the surrounding area. The task force applied and received their non-profit status thru the State of Arkansas effective June 4, 2013 as reflected in Part I, Item 11 of 1023 application.

Redfield Tri-County Charter School (RTCCS) elected a board of directors which are made up of individuals with ties to the Redfield Community that believe a growing, thriving community like Redfield needs local schools. Each member wants the families in and around Redfield to have a quality choice when deciding where their children will attend school. We strongly believe the successful education of children depends on the school, teachers, the parents and the community.

RTCCS has signed a four (4) year lease which does have a very usable structure that can be used for classrooms, admission, library, etc. RTCCS has also received a letter of intent of land donation based on the charter school formation which is attached. RTCCS has setup committees to research all aspects of school needs, portable buildings, buses, curriculum, staff, i.e. to assure our success.

RTCCS has developed a website: www.redfieldcharterschool.org and email for any questions that may arise and to update the public.

RTCCS has setup three (3) public hearings to include the development of flyers and brochures to inform the parents/grandparents of the purpose of a charter school and target areas. Several task force members have met with the Arkansas Department of Education for guidance and have signup for instructional classes to streamline the charter application with the Department of Education. The last of the three (3) scheduled public hearing was held on July 15, 2013.

Redfield Tri-County Charter School (RTCCS) sole purpose is to provide educational opportunities in the surrounding tri-county area of Redfield (Jefferson, Grant, Pulaski counties). RTCCS will strive to instill core values such as civic duty, honesty, diligence, perseverance, respect, kindness, and independent thinking, all while following a coherent and cumulative curriculum of language, mathematics, civics, science, the arts, humanities, and athletics.

The sole purpose of the 501(c)(3) exempt statuses is for educational purposes only for the operation of the charter school. All funds will be utilized for that purpose.

The current board and committees spend an average of 12 hours a week on this endeavor. Once the charter school is approved standard work hours for employees and volunteer will be encouraged to participate as frequently as possible. The board will continue to hold monthly meetings and be a working partner with the staff of Redfield Tri-County Charter School.

Planned Activities

RTCCS plans to submit the charter school application in August of 2013. Our goal is to open RTCCS in August of 2014 as a middle school with grades 6th through 8th If permission is granted by the Arkansas Department of Education. Each grade will consist of fifty (50) students. If the total number of applicants exceeds the number of open enrollment slots, an admissions lottery will be conducted.

Fundraising events will be conducted and public donations will be received by Keep Redfield Middle School to continue raising the necessary funds that will be needed for the establishment of RTCCS. This funding is needed prior to the opening of the school to purchase items such as library books, janitorial supplies, sports equipment, school supplies, and cafeteria equipment.

Our vision for the future is to add a grade each year until RTCCS educates grades 6 through 12. Our long term vision is to grow into a kindergarten through 12th campus.

If RTCCS charter application is approved, funding will come through state general tuition support, federal and local grants, and contributions.

Currently everyone involved with this undertaking is a volunteer. Once our 501(c)(3) is approved as well as the charter application, the board of directors will hire a Director of Education. Then the Director of Education with board input will hire a CFO. From this point, those individuals will handle the staffing of the charter school.

Part V.

1a. Continuance

Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Part V Employees, and Independent Contractors

Name	Title	Mailing Address	Compensation Amount
Linda R. Johnson Banks	Director	4 S. Caslas Lane Hot Springs Village, AR 71909	None
Todd Dobbins	Director	1804 River Road Redfield, AR 72132	None

Part V. Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors *(Continued)*

5a Conflict of Interest Policy

Redfield Tri-County Charter School Conflict of Interest Policy

Article I
Purpose

The purpose of the conflict of interest policy is to protect Redfield Tri-County Charter School's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of an officer or director of Redfield Tri-County Charter 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 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, 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 Organization has a transaction or arrangement,
   b. A compensation arrangement with the Organization or with any entity or individual with which the Organization 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 Organization 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 committees 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 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.
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 action.

Article IV
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 toe whether a conflict of interest in face 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 Organization for services is precluded from voting on matters pertaining to that member's Organization.
b. A voting member of any committee whose jurisdiction includes compensation matters and who receives compensation, directly or indirectly, from the Organization 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 Organization, 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 Organization 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 Organization 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 Organization's written policies, are properly recorded, reflect reasonable investment or payments for goods and services, further charitable 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 Organization may, but need not, use outside advisors. If outside experts are used, their use shall not relieve the governing board of its responsibility for ensureing periodic reviews are conducted.

Redfield Tri-County Charter School
Addendum to Conflict of Interest Policy

This addendum will serve as a supplementation to the Conflict of Interest Policy. This addendum applies only to the potential conflict of interest that may be perceived when a board member of Keep Redfield Middle School (KMRS) also serves as a board member of Redfield Tri-County Charter School (RTCCS).

Background: KMRS was organized in 2012 and filed for non-profit status as a 501(c)(3) private foundation. This organization was formed for the cause of saving the middle school in Redfield, AR from being closed by the White Hall School District. Its main function is to hold fundraiser events and receive monetary donations in an effort to keep the school open. The organization also holds organized community events in an effort to inform the public of the importance of establishing an open-enrollment charter school in Redfield, AR. Additionally, the organization (as a non-profit) will accept a donation of real property that would be the location of a future open-enrollment charter school in Redfield, AR.

On 23 May 2013, the board members of KMRS met to organize and elect a board for RTCCS. Some of the board members of KMRS were nominated and elected as board members of RTCCS.

It is agreed by both boards that board members may serve on both organizational boards without a conflict of interest. There is no conflict of interest between the organizations at this time, and serving on both boards does not pose an interest to any single board member.

However, both boards agree that each organizational board should elect different officers (President, Vice President, Secretary, and Treasurer) because this could be viewed by the public as a conflict of interest. Therefore; to avoid the appearance of a conflict of interest, individual officers will hold a position on one board only.

The current officers of KRMS are as follows: Todd Dobbins (P), Ronnie Meredith (VP), Mandy Kight (SP), Allison Beasley (Sec), and Stacy Dobbins (T)

The following is a guideline that was used in the election of officers for RTCCS.

- It is agreed that the President of RTCCS should be either a past or present educator with authoritative experience such as principal or superintendent.
- It is agreed that the Vice President of RTCCS should either have the educational background or at least the higher education indicating that this individual has the knowledge to fulfill the duties in the absence of the President.
- It is agreed that the Secretary of RTCCS should have the administrative experience to qualify that individual to perform the basic duties of note-taking (either digitally or manually) and have access to a computer to electronically generate and distribute minutes and reports to the Board of Directors.
- It is agreed that the Treasurer of RTCCS should have basic knowledge of record-keeping and experience in annual financial budgeting.

Part V.

Compensation and Other Financial Arrangements With Your Officers, Directors, Trustees, Employees, and Independent Contractors *(Continued)*

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? **YES**

b. Describe any written or oral arrangements that you made or intend to make. **Redfield Tri-County Charter School has a four (4) year lease agreement with Mr. James Kight for housing the charter school.**

c. Identify with whom you have or will have such arrangements. **Arrangements have been made with Mr. James Klght.**

d. Explain how the terms are or will be negotiated at arm's length. **Mr. Kight is Vice President/Director has graciously offer property and use of a building for the charter school. Mr. Kight is a key supporter in the development of Redfield Tri-County Charter school. The arm's length negotiation would be classified more in the lines of a donation.**

e. Explain how you determine you pay no more than fair market value or you are paid at least fair market value. **The building and property are being leased for $10.00 a month for a period of four (4) years. Redfield Tri-County Charter School will be responsible for the upkeep of the facilities and utilities.**

f. Attach copies of any signed leases, contracts, loans, or other agreements relating to such arrangements. **Building and Property Lease attached.**

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 officer, 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. ***YES***

b. Describe any written or oral arrangements you made or intend to make. ***A lease agreement may be made with an organization in which an officer and three directors of Redfield Tri-County Charter School are also either an officer or director of the organization in which the lease will be arranged.***

c. Identify with whom you have or will have such arrangements. ***The organization "Keep Redfield Middle School", parent organization to Redfield Tri-County Charter School.***

d. Explain how the terms are or will be negotiated at arm's length. ***The organization "Keep Redfield Middle School" has solicited the donation of a building that can be used for a charter school. If this organization receives this property, it will be repaired, renovated, and maintained by Keep Redfield Middle School until Redfield Tri-County Charter School receives its state charter aid funding in July 2014. At that time, Keep Redfield Middle School will lease the property to Redfield Tri-County Charter School as a means to recover expenses associated with the acquisition, repair, renovation, and maintenance costs.***

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. ***A local real estate agency that specializes in property leasing will conduct a market analysis as a measure of determination of fair market value.***

f. Attach a copy of any signed leases, contracts, loans, or other agreements relating to such arrangements. ***No. lease arrangement has been determined since the donating entity has not yet made any final decisions on the disposition of the property.***

Part VI. Your Members and Other Individuals and Organizations That Receive Benefits From You

1a. RTCCS will provide services to individuals; namely RTCCS will provide educational services to students as the sole purpose of the operation of Redfield Tri-County Charter School.

Part VIII. Your Specific Activities

4a Do you or will you undertake **fundraising**? If "Yes," check all the fundraising programs you do or will conduct. (See instructions.)

Foundation grant solicitations: RTCCS will solicit foundation grant funding that is available for charter schools through the assistance of the Arkansas Public School Resource Center.

Accept donations on your website: RTCCS accepts public donations via our website, www.redfieldtricountycharterschool.com.

Government grant solicitations: RTCCS will solicit government grant funding that is available for charter schools to with the assistance of a grant writer.

Other typical fundraising activities include candy sales and other school-related fundraisers in which students would participate in.

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.

Fundraising will be conducted in the state of Arkansas in a four (4) county area – Jefferson, Grant, Pulaski and Saline. Fundraising will only be done for Redfield Tri-County Charter School.

4e 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.

If Redfield Tri-County Charter School accepts any donations from a contributor that stipulates the intended use of their donation, RTCCS will maintain a separate account. At this time there are no programs in place or donations of this nature.

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. **A donation of five (5) acres of land is pending and contingent upon the tax exemption approval of this organization and the subsequent approval to operate a charter school by the Arkansas Dept. of Education. The donation of this land will be used to build additional school campus facilities as each grade is added to the school.**

Part VIII, Your Specific Activities (Continued)

15 Do you have a **close connection** with any organizations? If "Yes," explain. **Keep Redfield Middle School, as the parent organization of Redfield Tri-County Charter School has also applied for their 501(c)(3) Public Charity status to which they will support RTCCS in charitable donation in the form of volunteer's time, gifts and contributions as it relates to the key areas of student need and facilities.**

The parent organization to Redfield Tri-County Charter School is "Keep Redfield Middle School", Federal EIN: 46-1231877. Keep Redfield Middle School was organized in October 2012 by community members

of Redfield, AR. Form 1023 was submitted in November 2012, and the tax exempt status for Keep Redfield Middle School is in the final stages of process (Group #7826, ID#1004826). This organization worked with the White Hall School District and the Arkansas Dept. of Education to suggest ways to keep the middle school open in Redfield. The organization held public meetings during this time to inform the community of the changes and decisions that were taking place with the White Hall School District. Public donations were received to help pay for the expenses involved in the research such as document printing, FOIA fees, and attorney fees. This organization presented ideas and suggestions to the school board and the state board of education, but the school board voted to close Redfield Middle School in January 2013 with May 2013 being the last month of operation.

Once the board closed the school, Keep Redfield Middle School began looking into establishing an open-enrollment public charter school in Redfield, AR. After several public meetings, it was clear that there is an overwhelming community desire to establish an open-enrollment public charter school. Keep Redfield Middle School accepts public donations and raises money through fundraising activities to start an operating fund for the charter school.

The Board of Directors for Redfield Tri-County Charter School was voted in by the Board for Keep Redfield Middle School. Directors were chosen based on educational background and business knowledge. Officers of Redfield Tri-County Charter School were voted in by their Board of Directors.

The organization, Redfield Tri-County Charter School adopted an addendum to the Conflict of Interest Policy which indicates that some members of the board of directors may also serve on the board of directors for Keep Redfield Middle School. The following is a list of the current members that serve on both boards and are also voting members of each organization:

- Amanda Kight serves as Spokesperson for Keep Redfield Middle School and also serves as a board member and holds the officer position of Secretary for Redfield Tri-County Charter School.
- Todd Dobbins serves as President of Keep Redfield Middle School and also serves as a board member for Redfield Tri-County Charter School. He holds no officer position.
- Ronnie Meredith serves as Vice President of Keep Redfield Middle School and also serves as a board member for Redfield Tri-County Charter School. He holds no officer position.
- Linda Banks serves as a board member of Keep Redfield Middle School and also serves as a board member for Redfield Tri-County Charter School.

No officer of either organization serves in the same position for either board.

Keep Redfield Middle School will continue accepting public donations and having fundraisers on behalf of Redfield Tri-County Charter School so the operating money will be available to obtain and set up portable class room buildings, turn on the utilities, and purchase the start-up supplies that will be needed prior to the opening of the school.

Keep Redfield Middle School has also solicited property donations of two buildings, one of which may be leased to Redfield Tri-County Charter School at or below fair market value. As the school enrollment grows each year, additional campus space will be needed to eventually have an elementary, middle, and high school operated by Redfield Tri-County Charter School.

The long-term goal for Keep Redfield Middle School is to develop a children's program for afterschool activities and a summer learning program that will involve grades 4 through 8 in Redfield and the surrounding tri-county area.

The long-term goal for Redfield Tri-County Charter School is to open and maintain an open-enrollment public charter school for grades 6 through 8 adding a grade per year over the next four years to establish

both a middle and high school operated by Redfield Tri-County Charter School. At year five, elementary grades K – 5 will start to be added, establishing an enrollment of approximately 650 total students.

The two organizations will be tied together by providing the students in the City of Redfield and the surrounding tri-county area an option to attend an open-enrollment public charter school and also provide them an opportunity to socialize and learn in a safe environment after school and during the summer months when school is not in session. Select members of each organization will volunteer their time in the development of programs, curriculum, and grant-writing for both organizations.

PART IX. Financial Data *(Continued)*

B. Balance Sheet

*Total Liabilities and Fund Balances or Net Assets are as of 6/30/13.

PART IX. Financial Data

B. Balance Sheet

Expenses

23. Any expense not otherwise classified, such as program services (attach itemized listed)

Tax Period 01/01/13 thru 06/30/13

Fee for Arkansas Non-Profit Registration	$ 45.00

Tax Period 07/01/13 thru 06/30/14

N/A	$ 0.00

Tax Period 07/01/14 thru 06/30/15

Equipment (Computers/Copier/Phone System	$ 26,200.00
Classroom Supplies	$ 8,000.00
Furniture	$ 70,500.00
Contract Services to include transportation (bus/fuel)	$111,909.00
Food and Services	$ 83,250.00
	$299,859.00

Tax Period 07/01/15 thru 06/30/16

Equipment (Computers/Copier/Phone System	$ 24,271.00
Classroom Supplies	$ 8,000.00
Furniture	$ 40,500.00
Contract Services to include transportation (bus/fuel)	$129,500.00
Food and Services	$121,000.00
	$323,271.00

Schedule B Schools, Colleges, and Universities

1b. Redfield Tri-County Charter School (RTCCS) will start out with grades 6 thru 8 with plans to add an additional upper grade until 12th grade has been reached. Also based on the needs of the student population, RTCCS would look at regressing back 5th grade thru kindergarten.

2b. The funds for operation of a charter school, should RTCCS Arkansas application for a charter be granted, will be obtained consistent with the information outlined and provided in the Narrative Description of Your Activities provided in response to Part IV of this application. No agreement for funding exists at this time. An agreement will be executed if the Arkansas State Board of Education grants RTCCS's application for a charter to operate a school.

Schedule B. Schools, Universities, Colleges, and Universities

Section II Establishment of Racially Nondiscriminatory Policy

5. Estimated racial composition numbers are based on demographics of the areas of which anticipated student population would be derived from and faculty/staff availability in the area.

7a. List of Incorporators, founders, board members, and donors of lands or buildings, whether individuals or organizations.

Incorporator:

Elizabeth A. Tuck-Rowan
4179 Grant 58
PO Box 77
Redfield, AR 72132

Founders/Board Members:

Larry O'Briant
712 Schoolwood Cove
Redfield, AR 72132

James Kight
1628 Grant 77
Sheridan, AR 72132

Amanda Kight
714 Osage Drive
Redfield, AR 72132

Elizabeth A. Tuck-Rowan
PO Box 77
Redfield, AR 72132

Ronnie Meredith
1208 Kimmel Road
Redfield, AR 72132

Todd Dobbins and Stacy Dobbins
1804 River Road
Redfield, AR 72132

Linda R. Johnson Banks
4 S. Caslas Lane
Hot Springs Village, AR 71909

LEASE AGREEMENT

Redfield Tri-County Charter School, AKA (The Tenant)

P.O Box 351

Redfield, AR 72132

tricountycharterschool@gmail.com

&

James Kight, AKA (The Landlord)

1628 Grant 77

Sheridan, AR 72132

501-397-2220

The above mentioned two parties hereby agree to the following terms and conditions of this Lease Agreement for the following property:

Address: 1811 HWY 365 North, Redfield, AR 72132

Lease Term:

Start Date: 01 June 2013

End Date: 31 May 2017

The Tenant shall pay the Landlord a monthly rent of $10 for the complete Lease Term as stated above. Payment will be made in advance for each month before the end of the fifth business day at 5:00 PM.

The Tenant is responsible for the following utility expenses:

Water, Electric

At the end of this Lease Agreement Term the Tenant will return the possession of the Leased Property in good condition with reasonable wear and tear. Upon vacating the premises the Tenant shall not leave behind any personal belongings or any debris.

The Tenant shall not sub-let the above mentioned Property during the terms of this lease Agreement or allow another person to occupy the Property without the Landlord's written consent before hand.

If the Tenant obtains a permanent location for the charter school, this Lease Agreement will be terminated when the Tenant moves to its new location.

The Tenant shall not conduct any business that is a nuisance, hazardous, or that would require an increase in insurance premiums. The Tenant hereby warrants that the Leased Property will only be used to conduct the following type of business activities:

Charter School for Redfield Tri-County Charter School

If there is any breach of payment or other terms of this Lease Agreement the Landlord hereby has full rights to terminate this Lease Agreement in accordance with state law and then re-claim complete possession of the above mentioned Leased Property. In addition to any other legal remedies that are available to the Landlord that may arise from such a breach.

By signing below, this Lease Agreement shall be binding upon the benefit of the parties, their successors, assigns and personal representatives.

Signature of Tenant

James Light

Signature of Landlord

LETTER OF INTENT

For Donation To

Redfield Tri-County Charter School

03 June 2013

I, Mr. James Kight, am expressing my intent to make a donation to Redfield Tri-County Charter School (RTCCS), a non-profit corporation organized under the laws of the State of Arkansas. When it becomes appropriate, the Parties intend to enter into a more formal agreement, if required. This Letter of Intent (LOI) will constitute the agreement between the Parties until such a document is executed.

RTCCS intends to obtain approval from the State of Arkansas to establish a charter school in Redfield, AR. My donation shall advance the primary goal of RTCCS, to wit: the education and nurturing of the children from Redfield and its surrounding areas in Jefferson, Grant, and Pulaski counties.

RTCCS has submitted all necessary paperwork to obtain 501(c)3 status. RTCCS and I understand my intent to donate is subject to RTCCS obtaining its 501(c)3 status, obtaining the approval to establish a charter school, and building the charter school on the land I am donating. When RTCCS obtains its 501(c)3 status, obtains the approval to establish a charter school, and commits to building a school on the land I intend to donate, I hereby intend to unconditionally donate five (5) acres of known as Lot 10 Redfield Acres #3 valued at approximately $30,000 to RTCCS. This donation will be used by RTCCS to further its goal of the establishment of a charter school in Redfield.

If RTCCS fails to obtain 501(c)3 status, fails to obtain approval to establish a charter school in Redfield, or fails to build a charter school on the five (5) acres of land known as Lot 10 Redfield Acres #3, the land will remain my property and the donation will be null and void.

James Kight

James Kight

Internal Revenue Service
P.O. Box 2508
Cincinnati, OH 45201

Department of the Treasury

Date: August 19, 2013

REDFIELD TRI COUNTY CHARTER SCHOOL
% ELIZABETH A TUCK-ROWAN
P O BOX 351
REDFIELD AR 72132-0351

Person to Contact:
Mr. Flammer #0203604
Toll Free Telephone Number:
877-829-5500
Employer Identification Number:
46-2965353

Dear Applicant:

This is in response to your request for expedited processing of your application for tax-exempt status. Your request for expedited processing was approved and your application will be assigned to the next available determination specialist.

Although your expedite request was approved, that does not guarantee approval of your application for exemption.

If you have questions regarding the status of your application, please call us at the toll-free number shown in the heading of this letter.

Sincerely,

Cindy Thomas

Cindy Thomas
Manager, Exempt Organizations
Determinations

Arkansas Democrat Gazette

Arkansas' Largest Newspaper

AFFIDAVIT OF PUBLICATION

I, Sandra Ward, do solemnly swear that I am account executive

Of the Arkansas Democrat – Gazette newspaper, printed and published in Little Rock, Arkansas, and

That from my own personal knowledge and reference to the files of said publication, that advertisement of:

Redfield Tri-County Charter School was inserted in the regular editions on Sunday, June 16, Sunday, June 23, Sunday, June 30, 2013

Subscribed and sworn to before me this

1st day of July 2013

Notary Public

My Commission Expires: 03-21-2021

OFFICIAL SEAL - # 12381354
BENNIE J. FULLER
NOTARY PUBLIC - ARKANSAS
PULASKI COUNTY
MY COMMISSION EXPIRES: 3-21-2021

Arkansas Democrat Gazette
Arkansas' Largest Newspaper
121 East Capitol Avenue • Little Rock, AR 72201

among Eastern and Southern teams.

Jackie Robinson, the first black to play in Major League Baseball in 1947 as a Brooklyn Dodger, was recruited from the Negro Baseball in later years, the last of the Negro Leagues teams folded in the early 1960s.

More information on the exhibit can be found on the library's website at lamanlibrary.org.

PUBLIC NOTICE

REDFIELD TRI-COUNTY CHARTER SCHOOL
http://www.redfieldtricountycharterschool.org/
HAS AN EXCITING EDUCATIONAL OPPORTUNITY
FOR 6th – 8th GRADE STUDENTS
IN REDFIELD AND SURROUNDING AREAS
IN JEFFERSON, GRANT, AND PULASKI COUNTIES
Three Public Meetings Scheduled To Discuss
Establishing A Charter School In Redfield

DATE	TIME	LOCATION
Monday, 08-JUL-2013	7:00-8:00 PM	Redfield American Legion 800 Mark Twain, Redfield, AR 72132
Monday, 15-JUL-2013	7:00-8:00 PM	Lone Pine Missionary Baptist Church 27508 Hwy. 365, Hensley, AR 72065
Monday, 22-JUL-2013	7:00-8:00 PM	Orion Missionary Baptist Church Family Life Building 3826 Stagecoach Rd., Redfield, AR 72131

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into Coleman's
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th a baseball
rts say.
rdan, 51, told
Rock police
th the victim

re Arkansas
ys Every Day
Gazette

County sheriff's office, and Bonds was found hiding in the woods.

The motorcycle had been stolen from Lawson Road Auto Sales, the report said.

Bonds was charged with theft by receiving and taken to Pulaski County jail, where he's being held in lieu of a $7,500 bond.

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2013 ATS	SILVER	NOW
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2013 ATS	RED	NOW
2013 SRX	SILVER	NOW
2013 SRX	GRAY FLANNEL	NOW
2013 SRX	RED	SOLD
2013 SRX	PLAT ICE	NOW
2013 SRX	GRAY FLANNEL	SOLD
2013 XTS	RED	SOLD
2013 ATS	SILVER	AVAILABLE SOON
2013 ATS	WHITE	NOW
2013 ATS	BLACK	NOW
2013 CTS	SUMMER GOLD	NOW
2013 ESCALADE	MOCHA	NOW
2013 XTS	SAPPHIRE BLUE	SOLD
2013 ESCALADE	WHITE DIAMOND	SOLD
2013 ESCALADE	BLACK	NOW
2013 XTS	RED	SOLD
2013 SRX	SILVER	NOW
2013 CTS	BLACK	NOW
2013 ATS	WHITE	NOW
2013 ATS	RED	NOW
2013 ESCALADE	SILVER	AVAILABLE SOON
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136

172

ɔd burning helps forest thrive

ɔlled burns thin out trees, lead to regenerated growth

Anderson told the audience that American Indians used controlled burning to rid the landscape of dry or dead vegetation.

of sun."

Trees can better withstand the burning if the fire is limited to the base than if the fire has reached the treetops, Anderson said. Controlled burns are generally ground-level fires.

Anderson and two officials with the park acknowledged that there are people in Arkansas who question or oppose the practice of controlled burns.

"I think the main reason people are concerned about prescribed burns is the smoke," Anderson said, adding that there are ways to control it. "I know that 10 years ago, this whole state was learning how to manage smoke."

Fred Sutton, a park ranger, agreed.

"Most of the people around here have bought into the prescribed burning, but their biggest concern is smoke," Sutton said during a question-and-answer session. When the park conducts a burn, factors taken into account include humidity, temperature, moisture on the ground and the position of the jet stream, he added.

Anderson told the audience that American Indians used controlled burning to rid the landscape of dry or dead vegetation.

But between 1921 and about the 1970s and '80s, "the idea was that all fire is bad," Anderson said.

"It all started with the 'Smokey the Bear' thing," said Hobbs park's assistant superintendent, Jay Schneider, referring to the long-running public-service campaign. "Before 1980, it was: Put out all fires at all costs."

But after a major fire at Yellowstone National Park in the '80s, the federal government began questioning whether decades of no controlled burns had created more fuel for the Yellowstone fire, and policymakers began making changes.

Sutton and Schneider said that in 2012, lightning strikes triggered about a half-dozen fires in the conservation area and previous prescribed burns limited their spread.

Only one of them was sizable — a fire the first week of August 2012 that consumed 30 to 35 acres, they said. The rest burned 3 acres or less.

Anderson said that elsewhere across the state, federal and state agencies have found that controlled burns eventually lead to regenerated growth. In some cases, this has even included the appearance of rare plant species and native grasses not seen since the 1800s, he added.

"All this is driven scientifically, in trying to keep these species off the endangered lists," he said. "This is all about keeping these species around."

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ARKANSAS PEDIATRIC — 75 YEARS OF SERVING LITTLE ROCK — Anthony D. Johnson, M.D. Diane H. Freeman, M.D.

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sward@arkansasonline.com

To whom it may concern: Date 5-18-13

I am a parent/guardian that believes in the importance of education. Our community is struggling in dealing with the loss of one of our schools by our school district for financial reasons. Students are facing problems from this loss and forced relocation.

Teachers and our community leaders have a responsibility to give our children the best opportunity to succeed. I believe in the freedom of choice. Parents need to have a choice in the education of their children. Redfield, Arkansas has a great history of educating our children and we need to maintain facilities here in our community.

Whenever choice is involved in education: students, parents and communities are greatly benefited. The proposed forming of a Charter School with the support community members of Redfield is bringing a new resource to help change and improve our educational climate. This voice of hope is meeting our community's educational needs and our community's structural needs keeping a school within our township.

Sincerely,

Regina Pickering

Redfield Middle School

I support the establishment of an open-enrollment public charter school in Redfield, AR

Name	City of Residence	Phone Number	Signature
Linda Lawhon	Redfield	397 6507	Linda Lawhon
Dallie Dollar	"	397-2451	Dallie Dollar
[illegible]	Redfield	573-521-9700	[illegible]
Michelle Downie	Redfield	5013981138	Michelle Downie
Josh Downie	Redfield	5019513780	Josh Downie
Molly Wingard	Redfield	501 397-5402	Molly Wingard
Brandy Gulmore	Woodson	5013195337	Brandy Gulmore
Ronald Payton	Pine Bluff	(870) 592-1390	Ronald Payton
[illegible]	Redfield	(501) 397-7151	[illegible]
[illegible]	Redfield	870 489-5889	[illegible]
Teresa King	Redfield	501 765-8683	Teresa King
Jay K Cater	Redfield	501-200-0152	Jay K Cater
[illegible]	Redfield	5013972207	[illegible]
Jennifer Nutter	Redfield	3955317	[illegible]
Glenn Haddox	REDFIELD	501-397-6201	Glenn Haddox
Kennet Rush	Redfield	501 993 1622	[illegible]
Cameron King	Jefferson	501 831 3107	[illegible]
Martt Hall	Redfield	501-842-5552	Martt Hall
Vicki McClain	Redfield	501-5412689	Vicki McClain
Robin Cooper	Jefferson	501-786-0428	[illegible]
Angela Lee	Redfield	479 363-4248	Angela Lee
[illegible]	Redfield	870-489-5036	[illegible]
[illegible]	White Hall	870-329-8605	[illegible]
Linda Garrett	Redfield	501-397-5203	Linda Garrett

McDaniel & Company Realtors

Gary Case Realtor
10101 Mabelvale Plaza, Suite 9
Little Rock, AR 72209
501-920-1698

May 14, 2013

To whom it may concern:

I am writing this letter in support of the forming of the Redfield Tri-County Charter School in Redfield, Arkansas due to the loss of our school closing due to financial reason by the school district.

I believe the forming of the Redfield Tri-County Charter School is in the best interest for the community and citizens to afford their children an opportunity for the best educational program here within the community.

It is my belief that the academic programs offered by the Redfield Tri-County Charter School will complement the programs offered by public schools as well as enhance the education opportunities available to our children.

Sincerely,

Gary L. Case

Gary L. Case, Realtor

REDFIELD

...WHERE THE SOUTH BEGINS

RITA JACKSON
City Clerk
redfieldcity@yahoo.com

TONY LAWHON
Mayor
tntlawhon@hotmail.com

May 17, 2013

To Whom It May Concern:

In my position as mayor of the great city of Redfield, Arkansas, I fully support the establishment of a Charter School. This educational institution will be a tremendous benefit to all of our families and our community as a whole.

As a father, I also look forward to my children attending the Redfield Tri-County Charter School.

Sincerely,

Mayor Tony Lawhon

212 NORTH BRODIE • PO BOX 81 • REDFIELD, ARKANSAS 72132
PHONE 501-397-2585 • FAX 501-397-6189

REPRESENTATIVE
Andy Mayberry
3022 East Woodson Lateral Road
Hensley, Arkansas 72065-9169

501-888-3522 Business
andymayberry@windstream.net

DISTRICT 27

Counties:
Part Saline
Part Pulaski

COMMITTEES:

Public Health, Welfare and Labor
Health Services Subcommittee

City, County and Local Affairs
Finance Subcommittee

Legislative Joint Auditing

STATE OF ARKANSAS

House of Representatives

May 16, 2013

To whom it may concern:

I am writing this letter to request your consideration of a proposed K-12 Redfield Tri-County Charter School located in Redfield. The proposed school would service students in the Redfield area who live in parts of Grant, Jefferson and Pulaski counties.

The Redfield community is part of the White Hall School District. White Hall has traditionally operated an elementary school and middle school in Redfield, but the district has decided to close the middle school effective at the end of this school year. As I understand it, a local group – the Keep Redfield Middle School Task Force – was subsequently formed and is in the process of obtaining the Charles Rivers Lab Building in Redfield for the purpose of housing a charter school. The three-story, 87,000-square-foot facility is located at 100 Boone Road in Redfield.

Residents of the community have expressed to me their strong feelings that a local school is vital to the growth and health of their town. Representatives of the task force say the new charter school will not only provide students the choice of a closer educational opportunity (versus bussing to White Hall), but will also provide a unique technological environment unavailable in a standard public school facility. Certainly we know the academic benefits of a successful charter school can be outstanding.

Thank you for taking time to carefully review the group's application, and I appreciate your consideration of their request.

Sincerely,

Andy Mayberry

Andy Mayberry
State Representative, District 27

RTCCS 2014-2015 School Calendar

Instructional Days

1st Quarter	August 18 – October 17 (44 Days)
2nd Quarter	October 20 – December 19 (40 Days)
3rd Quarter	January 5 – March 13 (47 Days)
4th Quarter	March 16 – May 29 (47 Days)
	178 Days of Instruction

Non-Instructional Days/Staff Development (Inservice Year = 01 June 2014 – 31 May 2015)

August 12-14	Inservice
October 22	Inservice
October 31	AEA Day
January 16	Inservice
March 20	Inservice
June 1	Inservice
	42 Hours (7X6 hours) of Inservice Included in School Calendar

Holidays/No School

September 1	Labor Day
November 26-28	Thanksgiving Break
December 22 – January 2	Christmas Break
January 19	Martin Luther King Day
February 16	President's Day
March 23-27	Spring Break
April 17	Good Friday
May 25	Memorial Day

Parent/Teacher Conferences

October 21	Parent/Teacher Conference 3:30pm – 7:30pm (Extended Day)
March 19	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 16, 2015 if missed prior to this date

April 17, 2015 if missed prior to this date

June 2, 2015

June 3, 2015

June 4, 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 5, 2015 and June 8, 2015.

Class Schedule For Redfield Tri-County Charter School

Period	Time	Instructional Minutes
Teachers Available To Assist Students	7:45am – 8:05am	20 minutes
1st Period	8:10am – 9:00am	50 minutes
2nd Period	9:05am – 9:55am	50 minutes
3rd Period	10:00am – 10:50am	50 minutes
Lunch A	10:55am – 11:30am	0 minutes
4th Period (B Lunch Students)	10:55am – 11:45am	50 minutes
4th Period (A Lunch Students)	11:35am – 12:25pm	50 minutes
Lunch B	11:50pm – 12:25pm	0 minutes
5th Period	12:30pm – 1:20pm	50 minutes
6th Period	1:25pm – 2:15pm	50 minutes
7th Period	2:20pm – 3:10pm	50 minutes
8th Period	3:15pm – 3:45pm	30 minutes

Total Instructional Minutes = 400 minutes

Public Charter School Application
Personnel Salary Schedule

Line#	Administrative Positions: List Positions	2014-2015 No. FTEs	Salary 2014-2015	2015-2016 No. FTEs	Salary 2015-2016
1	Director/CFO/Principal	1	$67,500.00	1	$69,000.00
2	Administrative Assistant	1	$28,500.00	1	$29,000.00
3	Principal	0		1	$55,000.00
4					
5					
6					
7	**Subtotal:**		$96,000.00		$153,000.00
8	Fringe Benefits (rate used 30%)		$28,800.00		$45,900.00
9	**Total Administration:**		$124,800.00		$198,900.00

	Regular Classroom Instruction:	2014-2015 No. FTEs		2015-2016 No. FTEs	
10	Teachers	9	$34,314.00	11	$35,021.00
11	Aides	4	$20,500.00	5	$20,910.00
12	**Subtotal:**		$390,826.00		$489,781.00
13	Teacher Fringe Benefits (rate used 30%)		$92,647.80		$115,569.30
14	Aide Fringe Benefits (rate used 25%)		$20,500.00		$26,137.50
15	**Total Regular Classroom Instruction:**		$503,973.80		$631,487.80

	Special Education:	2014-2015 No. FTEs		2015-2016 No. FTEs	
16	Teachers	1	$34,314.00	1	$35,021.00
17	Aides	0	$0.00		
18	**Subtotal:**		$34,314.00		$35,021.00
19	Teacher Fringe Benefits (rate used 30%)		$10,294.20		$10,506.30
20	Aide Fringe Benefits (rate used _____)		$0.00		
21	**Total Special Education:**		$44,608.20		$45,527.30

	Gifted and Talented Program:	2014-2015 No. FTEs		2015-2016 No. FTEs	
22	Teachers	0		0	
23	Aides	0		0	
24	**Subtotal:**		$0.00		$0.00
25	Teacher Fringe Benefits (rate used _____)		$0.00		$0.00
26	Aide Fringe Benefits (rate used _____)		$0.00		$0.00
27	**Total Gifted and Talented Program:**		$0.00		$0.00

Alternative Education Program/ Alternative Learning Environments:

	2014-2015 No. FTEs	Salary 2014-2015	2015-2016 No. FTEs	Salary 2015-2016
Teachers	0		0	
Aides	0		0	
Subtotal:		$0.00		$0.00
Teacher Fringe Benefits (rate used _____)		$0.00		$0.00
Aide Fringe Benefits (rate used _____)		$0.00		$0.00
Total Alternative Education Program/ Alternative Learning Environments:		$0.00		$0.00

English Language Learner Program:

List Positions	2014-2015 No. FTEs		2015-2016 No. FTEs	
No funds budgeted because of waiver	0	$0.00	0	$0.00
Subtotal:		$0.00		$0.00
Fringe Benefits (rate used 30%)		$0.00		$0.00
Total English Language Learner Program:		$0.00		$0.00

Guidance Services:

List Positions	2014-2015 No. FTEs		2015-2016 No. FTEs	
Part-Time Guidance Counselor	0.5	$34,314.00	0	
Full-Time Guidance Counselor	0		1	$35,021.00
Subtotal:		$17,157.00		$35,021.00
Fringe Benefits (rate used 30%)		$5,147.10		$10,506.30
Total Guidance Services:		$22,304.10		$45,527.30

Health Services:

List Positions	2014-2015 No. FTEs		2015-2016 No. FTEs	
To Be Contracted Out	0		0	
Subtotal:		$0.00		$0.00
Fringe Benefits (rate used _____)		$0.00		$0.00
Total Health Services:		$0.00		$0.00

Media Services:

	List Positions	2014-2015 No. FTEs		2015-2016 No. FTEs	
58	Media Specialist	0.5	$34,314.00	1	$34,750.00
59					
60					
61					
62					
63	**Subtotal:**		$17,157.00		$34,750.00
64	Fringe Benefits (rate used 30%)		$5,147.10		$10,425.00
65	**Total Media Services:**		$22,304.10		$45,175.00

Fiscal Services:

	List Positions	2014-2015 No. FTEs		2015-2016 No. FTEs	
66	Bookkeeper	1	$32,500.00	1	$33,000.00
67					
68					
69					
70					
71	**Subtotal:**		$32,500.00		$33,000.00
72	Fringe Benefits (rate used 30%)		$9,750.00		$9,900.00
73	**Total Fiscal Services:**		$42,250.00		$42,900.00

Maintenance and Operation:

	List Positions	2014-2015 No. FTEs		2015-2016 No. FTEs	
74	To be contracted out	0		0	
75					
76					
77					
78					
79	**Subtotal:**		$0.00		$0.00
80	Fringe Benefits (rate used _____)		$0.00		$0.00
81	**Total Maintenance and Operation:**		$0.00		$0.00

Pupil Transportation:

	List Positions	2014-2015 No. FTEs		2015-2016 No. FTEs	
82	Bus Driver (2 drivers)	1	$14,400.00	1.5	$21,600.00
83					
84					
85					
86					
87	**Subtotal:**		$14,400.00		$32,400.00
88	Fringe Benefits (rate used 25%)		$3,600.00		$8,100.00
89	**Total Pupil Transportation:**		$18,000.00		$40,500.00

	Food Services:	2014-2015 No. FTEs		2015-2016 No. FTEs	
	List Positions				
90	To be contracted out	0		0	
91					
92					
93					
94					
95	**Subtotal:**		$0.00		$0.00
96	Fringe Benefits (rate used _____)		$0.00		$0.00
97	**Total Food Services:**		$0.00		$0.00

	Data Processing:	2014-2015 No. FTEs		2015-2016 No. FTEs	
	List Positions				
98	To be contracted out	0		0	
99					
100					
101					
102					
103	**Subtotal:**		$0.00		$0.00
104	Fringe Benefits (rate used _____)		$0.00		$0.00
105	**Total Data Processing:**		$0.00		$0.00

	Substitute Personnel:	2014-2015 No. FTEs		2015-2016 No. FTEs	
106	Number of **Certified** Substitutes 0	0		0	
107	Number of **Classified** Substitutes 0	0		0	
108	**Subtotal:**		$0.00		$0.00
109	Certified Fringe Benefits (rate used _____)		$0.00		$0.00
110	Classified Fringe Benefits (rate used _____)		$0.00		$0.00
111	**Total Substitute Personnel:**		$0.00		$0.00

112	**TOTAL EXPENDITURES FOR SALARIES:**	$778,240.20	$1,050,017.40

Public Charter School Application
Estimated Budget Template

REVENUES

Line#		2014-2015 Amount:	2015-2016 Amount:
	State Public Charter School Aid:		
	2014-2015		
1	No. of Students 175 x $6,521.00 State Foundation Funding	$1,141,175.00	
2	No. of Students 175 x $44.00 Professional Development	$7,700.00	
3	No. of Students 105 x $517.00 eligible rate* NSL Funding	$54,285.00	
4	No. of Students ____ x ____ Other: *Explain Below*		
5			
	2015-2016		
6	No. of Students 225 x $6,521.00 State Foundation Funding		$1,467,225.00
7	No. of Students 225 x $44.00 Professional Development		$9,900.00
8	No. of Students 135 x $517.00 eligible rate* NSL Funding		$69,795.00
9	No. of Students ____ x ____ Other: *Explain Below*		
10			
11	**Total State Charter School Aid:**	$1,203,160.00	$1,546,920.00
	Other Sources of Revenues:		
	(MUST UPLOAD DOCUMENTATION VERIFYING ALL AMOUNTS LISTED AS OTHER SOURCES OF REVENUE)		
12	Private Donations or Gifts		
13	Federal Grants (List the amount)		
14	Special Grants (List the amount)		
	Other *(Specifically Describe)*		
15	LOI For Donation From KRMS	$12,000.00	
16	**Total Other Sources of Revenues:**	$12,000.00	
17	**TOTAL REVENUES:**	$1,215,160.00	$1,546,920.00

EXPENDITURES

		2014-2015 Amount:	2015-2016 Amount:
	Administration:		
18	Salaries and Benefits	$124,800.00	$198,900.00
	Purchased Services - List Vendors Below		
19	V - AD 1 Pest Control	$1,200.00	$1,200.00
20	V - AD 2 Copier Lease	$6,000.00	$6,000.00
21	V - AD 3		
22	V - AD 4		
23	V - AD 5		
24	Supplies and Materials	$3,000.00	$3,500.00
25	Equipment		
	Other (List Below)		
26			
27			
28			
29			
30			
31	**Total Administration:**	$135,000.00	$209,600.00

			2014-2015 Amount:	2015-2016 Amount:
	Regular Classroom Instruction:			
32		Salaries and Benefits	$503,973.80	$631,487.80
		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	$5,500.00	$6,500.00
39		Equipment		
		Other (List Below)		
40		Textbooks	$35,000.00	$8,000.00
41		Tables and Chairs for students	$9,000.00	$2,000.00
42		Desks and Chairs for teachers & staff	$7,500.00	$7,500.00
43				
44				
45		**Total Regular Classroom Instruction:**	$560,973.80	$655,487.80
	Special Education:			
46		Salaries and Benefits	$44,608.20	$45,527.30
		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	$200.00	$500.00
53		Equipment	$1,000.00	$1,500.00
		Other (List Below)		
54				
55				
56				
57				
58				
59		**Total Special Education:**	$45,808.20	$47,527.30
	Gifted and Talented Program:			
60		Salaries and Benefits	$0.00	$0.00
		Purchased Services - List Vendors Below		
61	V - GT1	No funds budgeted because of wiaver		
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:**	$0.00	$0.00

			2014-2015 Amount:	2015-2016 Amount:
	Alternative Education Program/ Alternative Learning Environments:			
74		Salaries and Benefits	$0.00	$0.00
		Purchased Services - List Vendors Below		
75	V - ALE1	No funds budgeted because of waiver		
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:**	$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		
95		Equipment		
		Other (List Below)		
96		Stipend for ELL Duties	$550.00	$565.00
97				
98				
99				
100				
101		**Total English Language Learner Program:**	$550.00	$565.00
	Guidance Services:			
102		Salaries and Benefits	$22,304.10	$45,527.30
		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:**	$22,304.10	$45,527.30

			2014-2015 Amount:	2015-2016 Amount:
	Health Services:			
116		Salaries and Benefits	$0.00	$0.00
		Purchased Services - List Vendors Below		
117	V - HS1	Part Time Nurse	$20,000.00	$20,400.00
118	V - HS2			
119	V - HS3			
120	V - HS4			
121	V - HS5			
122		Supplies and Materials	$250.00	$350.00
123		Equipment	$1,000.00	$500.00
		Other (List Below)		
124				
125				
126				
127				
128				
129		**Total Health Services:**	$21,250.00	$21,250.00
	Media Services:			
130		Salaries and Benefits	$22,304.10	$45,175.00
		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:**	$22,304.10	$45,175.00
	Fiscal Services:			
144		Salaries and Benefits	$42,250.00	$42,900.00
		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				
153				
154				
155				
156				
157		**Total Fiscal Services:**	$42,250.00	$42,900.00

			2014-2015 Amount:	2015-2016 Amount:
	Maintenance and Operation:			
158		Salaries and Benefits	$0.00	$0.00
		Purchased Services - List Vendors Below INCLUDE UTILITIES		
159	V - MO1	Custodial Contract	$5,000.00	$5,200.00
160	V - MO2			
161	V - MO3			
162	V - MO4			
163	V - MO5			
164		Supplies and Materials		
165		Equipment		
		Other (List Below)		
166		Electric	$14,000.00	$16,000.00
167		Water	$4,000.00	$4,750.00
168		Phone	$800.00	$800.00
169		Dumpster	$1,800.00	$1,800.00
170				
171		**Total Maintenance and Operation:**	$25,600.00	$28,550.00
	Pupil Transportation:			
172		Salaries and Benefits	$18,000.00	$40,500.00
		Purchased Services - List Vendors Below		
173	V - PT1	Bus Maintenance	$4,000.00	$4,080.00
174	V - PT2			
175	V - PT3			
176	V - PT4			
177	V - PT5			
178		Supplies and Materials	$1,000.00	$1,200.00
179		Equipment		
		Other (List Below)		
180		2 Used Buses	$5,000.00	$0.00
181		Gasoline for Buses	$5,000.00	$6,000.00
182		Used Bus	$0.00	$15,000.00
183				
184				
185		**Total Pupil Transportation:**	$33,000.00	$66,780.00
	Food Services:			
186		Salaries and Benefits	$0.00	$0.00
		Purchased Services - List Vendors Below		
187	V - FD1	Cafeteria Workers (2)	$28,000.00	$28,000.00
188	V - FD2	Food Contract	$37,500.00	$42,750.00
189	V - FD3			
190	V - FD4			
191	V - FD5			
192		Supplies and Materials		
193		Equipment		
		Other (List Below)		
194		Cafeteria Tables	$4,000.00	$4,000.00
195				
196				
197				
198				
199		**Total Food Services:**	$69,500.00	$74,750.00

			2014-2015 Amount:	2015-2016 Amount:
	Data Processing:			
200		Salaries and Benefits	$0.00	$0.00
		Purchased Services - List Vendors Below		
201	V - DP1	IT Support	$20,000.00	$24,500.00
202	V - DP2			
203	V - DP3			
204	V - DP4			
205	V - DP5			
206		Supplies and Materials	$1,200.00	$2,000.00
207		Equipment	$14,000.00	$10,000.00
		Other (List Below)		
208		Internet Service	$1,200.00	$1,200.00
209		Printers	$1,500.00	$2,100.00
210		Computers	$18,000.00	$28,000.00
211		Tablets/IPADs	$0.00	$50,000.00
212				
213		**Total Data Processing:**	$55,900.00	$117,800.00
	Substitute Personnel:			
214		Salaries and Benefits	$0.00	$0.00
		Purchased Services - List Vendors Below		
215	V - SB1	3 Substitutes @$60 per day avg 2 days per wk	$12,960.00	$13,219.00
216	V - SB2			
217	V - SB3			
218	V - SB4			
219	V - SB5			
220		**Total Substitute Personnel:**	$12,960.00	$13,219.00
	Facilities:			
221		Lease/Purchase Contract for One Full Year	$6,000.00	$6,000.00
		Facility Upgrades - List Upgrades Below		
222		Leased Modular Bldgs	$36,000.00	$43,200.00
223		City Sewer and Water	$30,000.00	$5,000.00
224		Paving	$10,000.00	$1,000.00
225		Hauling, Setup, Steps&Ramps for Modular Bldg	$36,000.00	$6,200.00
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	$5,500.00
231		**Total Facilities:**	$127,000.00	$71,400.00

	Debt Expenditures:	2014-2015 Amount:	2015-2016 Amount:
	List Debts Below		
232			
233			
234			
	Total Debts:		
	Other Expenditures:		
	List Other Expenditures Below		
235	Athletic Stipends For Coaching	$4,000.00	$6,000.00
236	Membership Fee For APSRC	$2,500.00	$2,500.00
237	Publish Annual Reports in Newspaper	$4,000.00	$4,000.00
238	Comprehension/Career Assessments	$10,000.00	$4,000.00
239			
240			
241	**TOTAL EXPENDITURES:**	$1,194,900.20	$1,457,031.40
242	**Net Revenue over Expenditures:**	$20,259.80	$89,888.60

Note: If any major area is zero, type explanation where items would be listed. Example: No funds budgeted for GT because of waiver.

RTCCS Salary Schedule

	Non-Certified		Certified				
Years Of Experience	Bachelors	Masters	Bachelors	Bachelors +15	Masters	Masters +15	Doctorate
0	26750	27500	29786	30348	31472	32034	32596
1	27250	28000	30382	30955	32101	32675	33248
2	27750	28500	30989	31574	32743	33328	33913
3	28250	29000	31609	32206	33398	33995	34591
4	28750	29500	32241	32850	34066	34675	35283
5	29250	30000	32886	33507	34748	35368	35989
6	29750	30500	33544	34177	35443	36075	36708
7	30250	31000	34215	34860	36151	36797	37443
8	30750	31500	34899	35558	36874	37533	38191
9	31500	32760	35597	36269	37612	38284	38955
10	32250	33250	36309	36994	38364	39049	39734
11	33000	34000	37035	37734	39131	39830	40529
12	33750	34750	37776	38489	39914	40627	41340
13	34500	35500	38531	39258	40712	41439	42166
14	35250	36250	39302	40044	41527	42268	43010
15	36000	37000	40088	40844	42357	43144	43870
16	36750	37750	40890	41661	43204	43976	44747
17	37500	38500	41708	42495	44068	44855	45642
18	38250	39250	42542	43344	44950	45752	46555
19	39000	40000	43393	44211	45849	46667	47486
20	39750	40750	44260	45096	46766	47601	48436

OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL
FACILITIES UTILIZATION AGREEMENT

Lessor(Owner): Redfield United Methodist Church (RUMC)

Lessee(Tenant): Redfield Tri-County Charter School (RTCCS)

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:

RUMC has vacant land behind the church and has agreed to lease it to RTCCS. RTCCS will lease modular buildings and place them on the land for the charter school.

Address of Premises: 116 River Road
Redfield, AR 72132

Square Footage: Not Applicable

Terms of Lease: 1 Year with option to lease an additional 4 yrs

Rental Amount: $500 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 20 14

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 (RTCCS)

By: _____ Date 8-27-13

Lessor: Redfield United Methodist Church (RUMC)

By: Jane Marsh Date 8-27-13

2013 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 involuntary close, the applicant confirms the understanding that any fees associated with the closing of the school including, but not limited to, removal of furniture, equipment, general expenses, etc., are the sole responsibility of the sponsoring entity. No indebtedness of any kind incurred or created by the open-enrollment public charter school shall constitute an indebtedness of the state or its political subdivisions, and no indebtedness of the open-enrollment public charter school shall involve or be secured by the faith, credit, or taxing power of the state or its political subdivisions. Upon dissolution of the open-enrollment public charter school or upon nonrenewal or revocation of the charter, all net assets of the open-enrollment public charter school, including any interest in real property, purchased with public funds shall be deemed the property of the state, unless otherwise specified in the charter of the open-enrollment public charter school. If the open-enrollment public charter school used state or federal funds to purchase or finance personal property, real property or fixtures for use by the open-enrollment public charter school, the authorizer may require that the property be sold. The state has a perfected priority security interest in the net proceeds from the sale or liquidation of the property to the extent of the public funds used in the purchase.

Signature of President of the Sponsoring Entity Board of Director

8-26-13
Date

Nancy O'Briant
Printed Name

Keep Redfield Middle School
P.O. Box 351
Redfield, AR 72132

Todd Dobbins, President todd.b.dobbins@gmail.com
Ronnie Meredith, Vice-President ronfamred2@yahoo.com
Allison Beasley, Secretary allison.oates@yahoo.com
Stacy Dobbins, Treasurer stacy.dobbins@gmail.com

Letter of Intent

Keep Redfield Middle School, a 501(c) (3) not for profit tax-exempt organization is the parent organization to Redfield Tri-County Charter School.

Keep Redfield Middle School has held several fundraisers over the past eight months in an effort to raise start-up money that will be needed to establish an open-enrollment charter school in Redfield, Arkansas.

Upon approval by the Arkansas Department of Education for Redfield Tri-County Charter School to operate as an open-enrollment charter school in Redfield, Arkansas, Keep Redfield Middle School will convey $12,000.00 (Twelve Thousand Dollars) to Redfield Tri-County Charter School to assist with start-up expenses incurred with the preparation of opening the school.

This Letter of Intent was made and executed by the 501(c)(3) not for profit tax-exempt organization, Keep Redfield Middle School on August 28, 2013.

Todd B. Dobbins, Sr., President

DATED: 8/28/2013

Listening. Learning. Leading.

Multistate Standard-Setting Technical Report

PRAXIS™ AGRICULTURE (5701)

Licensure and Credentialing Research

ETS

Princeton, New Jersey

November 2013

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EXECUTIVE SUMMARY

To support the decision-making process of education agencies establishing a passing score (cut score) for the Praxis™ Agriculture (5701) test, research staff from Educational Testing Service (ETS) designed and conducted a multistate standard-setting study.

PARTICIPATING STATES

Panelists from 18 states were recommended by their respective education agencies. The education agencies recommended panelists with (a) experience as either agriculture teachers or college faculty who prepare agriculture teachers and (b) familiarity with the knowledge and skills required of beginning agriculture teachers.

RECOMMENDED PASSING SCORE

ETS provides a recommended passing score from the multistate standard-setting study to help education agencies determine an appropriate operational passing score. For the Praxis Agriculture test, the recommended passing score[1] is 64 out of a possible 110 raw-score points. The scaled score associated with a raw score of 64 is 147 on a 100–200 scale.

[1] Results from the two panels participating in the study were averaged to produce the recommended passing score.

To support the decision-making process for education agencies establishing a passing score (cut score) for the Praxis™ Agriculture (5701) test, research staff from ETS designed and conducted a multistate standard-setting study in October 2013 in Princeton, New Jersey. Education agencies[2] recommended panelists with (a) experience as either agriculture teachers or college faculty who prepare agriculture teachers and (b) familiarity with the knowledge and skills required of beginning agriculture teachers. Eighteen states (Table 1) were represented by 28 panelists. (See Appendix A for the names and affiliations of the panelists.)

Table 1
Participating States and Number of Panelists

Arkansas (2 panelists)	North Dakota (2 panelists)
Delaware (2 panelists)	Pennsylvania (2 panelists)
Iowa (1 panelist)	South Carolina (1 panelist)
Kansas (1 panelist)	South Dakota (2 panelists)
Kentucky (2 panelists)	Tennessee (2 panelists)
Louisiana (1 panelist)	Utah (2 panelists)
Maryland (1 panelist)	West Virginia (1 panelist)
Nebraska (2 panelists)	Wisconsin (2 panelists)
Nevada (1 panelist)	Wyoming (1 panelist)

The following technical report contains three sections. The first section describes the content and format of the test. The second section describes the standard-setting processes and methods. The third section presents the results of the standard-setting study.

ETS provides a recommended passing score from the multistate standard-setting study to education agencies. In each state, the department of education, the board of education, or a designated educator licensure board is responsible for establishing the operational passing score in accordance with applicable regulations. This study provides a recommended passing score,[3] which represents the combined judgments of two panels of experienced educators. Each state may want to consider the recommended passing score but also other sources of information when setting the final Praxis Agriculture passing score (see Geisinger & McCormick, 2010). A state may accept the recommended

[2] States and jurisdictions that currently use Praxis were invited to participate in the multistate standard-setting study.
[3] In addition to the recommended passing score averaged across the two panels, the recommened passing scores for each panel are presented.

passing score, adjust the score upward to reflect more stringent expectations, or adjust the score downward to reflect more lenient expectations. There is no *correct* decision; the appropriateness of any adjustment may only be evaluated in terms of its meeting the state's needs.

Two sources of information to consider when setting the passing score are the standard error of measurement (SEM) and the standard error of judgment (SEJ). The former addresses the reliability of the Praxis Agriculture test score and the latter, the reliability of panelists' passing-score recommendation. The SEM allows a state to recognize that any test score on any standardized test—including a Praxis Agriculture test score—is not perfectly reliable. A test score only *approximates* what a candidate truly knows or truly can do on the test. The SEM, therefore, addresses the question: How close of an approximation is the test score to the *true* score? The SEJ allows a state to gauge the likelihood that the recommended passing score from a particular panel would be similar to the passing scores recommended by other panels of experts similar in composition and experience. The smaller the SEJ, the more likely that another panel would recommend a passing score consistent with the recommended passing score. The larger the SEJ, the less likely the recommended passing score would be reproduced by another panel.

In addition to measurement error metrics (e.g., SEM, SEJ), each state should consider the likelihood of classification errors. That is, when adjusting a passing score, policymakers should consider whether it is more important to minimize a false-positive decision or to minimize a false-negative decision. A false-positive decision occurs when a candidate's test score suggests that he should receive a license/certificate, but his actual level of knowledge/skills indicates otherwise (i.e., the candidate does not possess the required knowledge/skills). A false-negative decision occurs when a candidate's test score suggests that she should not receive a license/certificate, but she actually does possess the required knowledge/skills. The state needs to consider which decision error is more important to minimize.

OVERVIEW OF THE PRAXIS AGRICULTURE TEST

The Praxis Agriculture *Test at a Glance* document (ETS, in press) describes the purpose and structure of the test. In brief, the test measures whether entry-level agriculture teachers have the knowledge/skills believed necessary for competent professional practice.

The two-hour assessment contains 120 selected response items[4] covering seven content areas: *Agribusiness Systems* (approximately 14 items), *Animal Systems* (approximately 20 items), *Food Science and Biotechnology Systems* (approximately 14 items), *Environmental and Natural Resource Systems* (approximately 16 items), *Plant Systems* (approximately 20 items), *Power, Structural, and Technical Systems* (approximately 18 items), and *Leadership and Career Development* (approximately 18 items).[5] The reporting scale for the Praxis Agriculture test ranges from 100 to 200 scaled-score points.

PROCESSES AND METHODS

The design of the standard-setting study included two, independent expert panels. Before the study, panelists received an email explaining the purpose of the standard-setting study and requesting that they review the content specifications for the test. This review helped familiarize the panelists with the general structure and content of the test.

For each panel, the standard-setting study began with a welcome and introduction by the meeting facilitator. The facilitator described the test, provided an overview of standard setting, and presented the agenda for the study. Appendix B shows the agenda for the panel meeting.

REVIEWING THE TEST

The standard-setting panelists first took the test and then discussed it. This discussion helped bring the panelists to a shared understanding of what the test does and does not cover, which serves to reduce potential judgment errors later in the standard-setting process.

[4] Ten of the 120 multiple-choice items are pretest items and do not contribute to a candidate's score.
[5] The number of items for each content area may vary slightly from form to form of the test.

The test discussion covered the major content areas being addressed by the test. Panelists were asked to remark on any content areas that would be particularly challenging for entry-level teachers or areas that address content particularly important for entry-level teachers.

Defining the Target Candidate

Following the review of the test, panelists described the target candidate. The *target candidate description* plays a central role in standard setting (Perie, 2008); the goal of the standard-setting process is to identify the test score that aligns with this description.

Panel 1 created a description of the target candidate — the knowledge/skills that differentiate a *just* from a *not quite* qualified candidate. To create this description, the panel first split into smaller groups to consider the target candidate. The full panel then reconvened and, through whole-group discussion, created the description of the target candidate to use for the remainder of the study.

The written description of the target candidate summarized the panel discussion in a bulleted format. The description was not intended to describe all the knowledge and skills of the target candidate but only highlight those that differentiate a *just* qualified candidate from a *not quite* qualified candidate. The written description was distributed to panelists to use during later phases of the study (see Appendix C for the target candidate description).

For Panel 2, the panelists began with the description of the target candidate developed by Panel 1. Given that the multistate standard-setting study was designed to provide two recommendations for the same performance standard, it was important that panels use consistent target candidate description to frame their judgments. The panelists reviewed the target candidate description, and any ambiguities were discussed and clarified.

PANELISTS' JUDGMENTS

The standard-setting process for the Praxis Agriculture test was a probability-based Modified Angoff method (Brandon, 2004; Hambleton & Pitoniak, 2006). In this study, each panelist judged each item on the likelihood (probability or chance) that the target candidate would answer the item correctly. Panelists made their judgments using the following rating scale: 0, .05, .10, .20, .30, .40, .50, .60, .70, .80, .90, .95, 1. The lower the value, the less likely it is that the target candidate would answer the item correctly because the item is difficult for the target candidate. The higher the value, the more likely it is that the target candidate would answer the item correctly.

Panelists were asked to approach the judgment process in two stages. First, they reviewed both the description of the target candidate and the item and decided if, overall, the item would be difficult for the target candidate, easy for the target candidate or moderately difficult/easy. The facilitator encouraged the panelists to consider the following rules of thumb to guide their decision:

- Difficult items for the target candidate are in the 0 to .30 range.
- Moderately difficult/easy items for the target candidate are in the .40 to .60 range.
- Easy items for the target candidate are in the .70 to 1 range.

Next, panelists decided how to refine their judgment within the range. For example, if a panelist thought that an item would be easy for the target candidate, the initial decision located the item in the .70 to 1 range. The second decision for the panelist was to decide if the likelihood of answering it correctly is .70, .80, .90, .95 or 1.

After the training, panelists made practice judgments and discussed those judgments and their rationale. All panelists completed a post-training survey to confirm that they had received adequate training and felt prepared to continue; the standard-setting process continued only if all panelists confirmed their readiness.

Following this first round of judgments (*Round 1*), item-level feedback was provided to the panel. The panelists' judgments were displayed for each item and summarized across panelists. Items were highlighted to show when panelists converged in their judgments (at least two-thirds of the panelists located an item in the same difficulty range) or diverged in their judgments.

The panelists discussed their item-level judgments. These discussions helped panelists maintain a shared understanding of the knowledge/skills of the target candidate and helped to clarify aspects of

items that might not have been clear to all panelists during the Round 1 judgments. The purpose of the discussion was not to encourage panelists to conform to another's judgment, but to understand the different relevant perspectives among the panelists.

In Round 2, panelists discussed their Round 1 judgments and were encouraged by the facilitator (a) to share the rationales for their judgments and (b) to consider their judgments in light of the rationales provided by the other panelists. Panelists recorded their Round 2 judgments only for items when they wished to change a Round 1 judgment. Panelists final judgments for the study, therefore, consist of their Round 1 judgments and any adjusted judgments made during Round 2.

Other than the description of the target candidate, results from Panel 1 were not shared with Panel 2. The item-level judgments and resulting discussions for Panel 2 were independent of judgments and discussions that occurred with Panel 1.

RESULTS

EXPERT PANELS

Table 2 presents a summary of the panelists' demographic information. The panel included 28 educators representing 18 states. (See Appendix A for a listing of panelists.) Eighteen panelists were teachers, and ten were college faculty. Nine of the ten faculty members' job responsibilities included the training of agriculture teachers.

The number of experts by panel and their demographic information are presented in Appendix D (Table D1).

Table 2

Panel Member Demographics (Across Panels)

	N	*%*
Current position		
Teacher	18	64%
College faculty	10	36%
Race		
White	28	100%
Gender		
Female	10	36%
Male	18	64%
Are you currently certified to teach this subject in your state?		
Yes	24	86%
No	4	14%
Are you currently teaching this subject in your state?		
Yes	23	82%
No	5	18%
Are you currently supervising or mentoring other teachers of this subject?		
Yes	15	54%
No	13	46%
At what K–12 grade level are you currently teaching this subject?		
Middle school (6–8 or 7–9)	3	11%
High school (9–12 or 10–12)	8	29%
Middle and High school	7	25%
Not currently teaching at the K–12 level	10	36%

Table 2 (continued)
Panel Member Demographics (Across Panels)

	N	*%*
Including this year, how many years of experience do you have teaching this subject?		
3 years or less	4	14%
4–7 years	10	36%
8–11 years	7	25%
12–15 years	3	11%
16 years or more	4	14%
Which best describes the location of your K–12 school?		
Urban	1	4%
Suburban	4	14%
Rural	13	46%
Not currently working at the K–12 level	10	36%
If you are college faculty, are you currently involved in the training/preparation of teacher candidates in this subject?		
Yes	9	32%
No	1	4%
Not college faculty	18	64%

STANDARD-SETTING JUDGMENTS

Table 3 summarizes the standard-setting judgments (Round 2) of panelists. The table also includes estimates of the measurement error associated with the judgments: the standard deviation of the mean and the standard error of judgment (SEJ). The SEJ is one way of estimating the reliability or consistency of a panel's standard-setting judgments.[6] It indicates how likely it would be for several other panels of educators similar in makeup, experience, and standard-setting training to the current panel to recommend the same passing score on the same form of the test. The confidence intervals created by adding/subtracting two SEJs to each panel's recommended passing score overlap, indicating that they may be comparable.

Panelist-level results, for Rounds 1 and 2, are presented in Appendix D (Table D2).

[6] An SEJ assumes that panelists are randomly selected and that standard-setting judgments are independent. It is seldom the case that panelists are randomly sampled, and only the first round of judgments may be considered independent. The SEJ, therefore, likely underestimates the uncertainty of passing scores (Tannenbaum & Katz, 2013).

Table 3
Summary of Round 2 Standard-setting Judgments

	Panel 1	Panel 2
Average	62.86	63.20
Lowest	57.50	53.75
Highest	75.80	74.60
SD	4.84	6.12
SEJ	1.25	1.70

Round 1 judgments are made without discussion among the panelists. The most variability in judgments, therefore, is typically present in the first round. Round 2 judgments, however, are informed by panel discussion; thus, it is common to see a decrease both in the standard deviation and SEJ. This decrease — indicating convergence among the panelists' judgments — was observed for each panel (see Table D2 in Appendix D). The Round 2 average score is the panel's recommended passing score.

The panels' passing score recommendations for the Praxis Agriculture test are 62.86 for Panel 1 and 63.20 for Panel 2 (out of a possible 110 raw-score points). The values were rounded to the next highest whole number, to determine the functional recommended passing score — 63 for Panel 1 and 64 Panel 2. The scaled scores associated with 63 and 64 raw points are 146 and 147, respectively.

In addition to the recommended passing score for each panel, the average passing score across the two panels is provided to help education agencies determine an appropriate passing score. The panels' average passing score recommendation for the Praxis Agriculture test is 63.03 (out of a possible 110 raw-score points). The value was rounded to 64 (next highest raw score) to determine the functional recommended passing score. The scaled score associated with 64 raw points is 147.

Table 4 presents the estimated conditional standard error of measurement (CSEM) around the recommended passing score. A standard error represents the uncertainty associated with a test score. The scaled scores associated with one and two CSEMs above and below the recommended passing score are provided. The conditional standard error of measurement provided is an estimate.

Table 4

Passing Scores Within 1 and 2 CSEMs of the Recommended Passing Score[7]

Recommended passing score (CSEM)		Scale score equivalent
64 (5.20)		147
-2 CSEMs	54	134
-1 CSEM	59	141
+ 1 CSEM	70	155
+ 2 CSEMs	75	162

***Note*. CSEM = conditional standard error of measurement.**

FINAL EVALUATIONS

The panelists completed an evaluation at the conclusion of their standard-setting study. The evaluation asked the panelists to provide feedback about the quality of the standard-setting implementation and the factors that influenced their decisions. The responses to the evaluation provided evidence of the validity of the standard-setting process, and, as a result, evidence of the reasonableness of the recommended passing score.

Panelists were also shown the panel's recommended passing score and asked (a) how comfortable they are with the recommended passing score and (b) if they think the score was too high, too low, or about right. A summary of the final evaluation results is presented in Appendix D.

All panelists *strongly agreed* or *agreed* that they understood the purpose of the study and that that the facilitator's instructions and explanations were clear. All panelists *strongly agreed* or *agreed* that they were prepared to make their standard-setting judgments. All panelists *strongly agreed* or *agreed* that the standard-setting process was easy to follow.

All of the panelists indicated they were at least *somewhat comfortable* with the passing score they recommended; 17 of the 28 panelists were *very comfortable*. Twenty-seven of the 28 panelists indicated the recommended passing score was *about right* with the remaining panelist indicating that the passing score was *too low*.

[7] The unrounded CSEM value is added to or subtracted from the rounded passing-score recommendation. The resulting values are rounded up to the next-highest whole number and the rounded values are converted to scaled scores.

SUMMARY

To support the decision-making process for education agencies establishing a passing score (cut score) for the Praxis Agriculture test, research staff from ETS designed and conducted a multistate standard-setting study.

ETS provides a recommended passing score from the multistate standard-setting study to help education agencies determine an appropriate operational passing score. For the Praxis Agriculture test, the recommended passing score[8] is 64 out of a possible 110 raw-score points. The scaled score associated with a raw score of 64 is 147 on a 100–200 scale.

[8] Results from the two panels participating in the study were averaged to produce the recommended passing score.

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APPENDIX A

PANELISTS' NAMES & AFFILIATIONS

Participating Panelists With Affiliation

Panelist	**Affiliation**
Brent Arndt	North Valley Career and Tech Center/Park River (ND)
Harry Boone	West Virginia University (WV)
Mark Breeding	W. T. Chipman (DE)
Larry Butler	Grant County High School (KY)
Jeremy Carkuff	Tioga High School (ND)
Josh Dahlem	Stanley High School (LA)
Don Edgar	University of Arkansas (AR)
James Graham	University of WI – River Falls (WI)
Randall J. Haefele	HEM High School – Carbon County SD #2 (WY)
Emily Hester	Westminster High School (MD)
Kathleen M. Jones	Juniata College (PA)
Shannon G. Lawrence	Clemson University (SC)
Rebecca G. Lawver	Utah State University (UT)
Jon Lechtenberg	Southern Jr/Sr High School (NE)
Amanda Levzow-Seichter	Wisconsin Dells High School (WI)
Tracy Marchini	Eastern Lancaster County School District (PA)
Bart Mattingly	Washington County Schools (KY)
Tonya Mortensen	Medicine Valley Public School (NE)
Brynn Mulvihill	Everett Meredith Middle School (DE)
Tiffany Myers	Spanish Fork Junior High School (UT)
Thomas H. Paulsen	Iowa State University (IA)
Caleb Plyler	Blevins High School (AR)
Karen Roudabush	Bridgewater-Emery School District (SD)
Scott Smalley	South Dakota State University (SD)
Christopher Stripling	University of Tennessee (TN)
Caroline Tucker	North Greene High School (TN)
Shannon Washburn	Kansas State University (KS)
Wesley Wilson	Pahranagat Valley High/Middle School (NV)

APPENDIX B

STUDY AGENDA

AGENDA

Praxis Agriculture (5701)
Standard-Setting Study

Day 1

Welcome and Introduction

Overview of Standard Setting and the Praxis Agriculture Test

Review the Praxis Agriculture Test

Discuss the Praxis Agriculture Test

Lunch

Define the Knowledge/Skills of a Target Candidate

Break

Standard-Setting Training

Round 1 Standard Setting Judgments

Collect Materials; End of Day 1

Day 2

Overview of Day 2

Round 1 Feedback and Round 2 Judgments

Lunch

Feedback on Round 2 Recommended Cut Score

Complete Final Evaluation

Collect Materials; End of Study

APPENDIX C

TARGET CANDIDATE DESCRIPTION

Description of the Target Candidate[9]

A target candidate …

I. AGRIBUSINESS SYSTEMS

1. Is familiar with the fundamentals of saving, investment, credit and marketing principles needed to accomplish agribusiness objectives
2. Knows the record keeping practices needed to accomplish agribusiness objectives (asset, liabilities, income expense, net worth, balance sheet)

II. ANIMAL SYSTEMS

3. Knows basic animal systems (reproductive, skeletal, digestive)
4. Is familiar with basic production (beef, poultry and dairy) and basic management structures and principles (nutrition, care, safety)

III. FOOD SCIENCE AND BIOTECHNOLOGY SYSTEMS

5. Is familiar with the history, major issues, current trends and safe laboratory procedures and the application of biotechnology in the food products and processing industry

IV. ENVIRONMENTAL AND NATURAL RESOURCE SYSTEMS

6. Is familiar with the land use practices, major natural cycles and their effect on the environment and natural resources
7. Is familiar with use, production, and processing of natural resources and their impact on conventional and alternate energy sources

V. PLANT SYSTEMS

8. Knows the basic principles of general safety issues as related to plant systems and production
9. Knows the basic principles of identification (woody, leaf shapes, root system), classification (monocot, dicot), anatomy (stem, internode) and physiology (photosynthesis) as related to plant production and management
10. Is familiar with the basic horticultural and agronomic production and management practices such as:
    a. Propagation, cultivation, harvesting
    b. Characteristics of soils/growing media

[9] Description of the target candidate focuses on the knowledge/skills that differentiate a *just* from a *not quite* qualified candidate.

Description of the Target Candidate[10] (continued)

A target candidate …

VI. POWER, STRUCTURAL, AND TECHNICAL SYSTEMS

11. Is familiar with the basic principles of electricity, power sources, small engines, metal fabrication, construction and welding including applied math
12. Understands the safe operation of commonly found shop equipment
13. Knows maintenance of equipment and proper laboratory management, including the storage of potentially hazardous materials
14. Is familiar with the application of technology to agriculture industry

VII. LEADERSHIP AND CAREER DEVELOPMENT

15. Understands the relationship between local program planning, supervised agricultural experiences and the national FFA organization
16. Knows the principles of leadership and effective communication skills, such as:
    a. Individual and team leadership
    b. Research skills to make informed decisions
17. Knows the foundational skills (work ethics, resume writing, interview) of career development across the various pathways of agriculture

[10] Description of the target candidate focuses on the knowledge/skills that differentiate a *just* from a *not quite* qualified candidate.

APPENDIX D

RESULTS

Table D1

Panel Member Demographics (by Panel)

	Panel 1		Panel 2	
	N	***%***	***N***	***%***
Current position				
Teacher	11	73%	7	54%
College faculty	4	27%	6	46%
Race				
White	15	100%	13	100%
Gender				
Female	7	47%	3	23%
Male	8	53%	10	77%
Are you currently certified to teach this subject in your state?				
Yes	13	87%	11	85%
No	2	13%	2	15%
Are you currently teaching this subject in your state?				
Yes	13	87%	10	77%
No	2	13%	3	23%
Are you currently supervising or mentoring other teachers of this subject?				
Yes	9	60%	6	46%
No	6	40%	7	54%
At what K–12 grade level are you currently teaching this subject?				
Middle school (6–8 or 7–9)	1	7%	2	15%
High school (9–12 or 10–12)	5	33%	3	23%
Middle and High School	5	33%	2	15%
Not currently teaching at the K–12 level	4	27%	6	46%

Table D1 (continued)

Panel Member Demographics (by Panel)

	Panel 1		Panel 2	
	N	***%***	***N***	***%***
Including this year, how many years of experience do you have teaching this subject?				
3 years or less	2	13%	2	15%
4–7 years	6	40%	4	31%
8–11 years	6	40%	1	8%
12–15 years	0	0%	3	23%
16 years or more	1	7%	3	23%
Which best describes the location of your K–12 school?				
Urban	0	0%	1	8%
Suburban	3	20%	1	8%
Rural	8	53%	5	38%
Not currently working at the K–12 level	4	27%	6	46%
If you are college faculty, are you currently involved in the training/preparation of teacher candidates in this subject?				
Yes	4	27%	5	38%
No	0	0%	1	8%
Not college faculty	11	73%	7	54%

Table D2

Passing Score Summary by Round of Judgments

	Panel 1		Panel 2	
Panelist	**Round 1**	**Round 2**	**Round 1**	**Round 2**
1	57.95	57.50	71.05	63.10
2	60.65	60.95	60.30	62.30
3	60.40	60.50	63.50	62.40
4	67.80	65.90	60.90	62.70
5	64.75	65.65	58.10	60.80
6	61.95	61.30	76.40	74.60
7	63.60	64.00	46.75	56.30
8	63.80	64.00	55.65	58.85
9	79.50	75.80	72.85	69.90
10	59.75	62.70	71.65	71.90
11	58.80	58.60	56.60	58.40
12	68.75	68.75	51.20	53.75
13	55.10	57.50	69.35	66.65
14	59.00	60.70		
15	57.90	59.00		
Average	62.65	62.86	62.64	63.20
Lowest	55.10	57.50	46.75	53.75
Highest	79.50	75.80	76.40	74.60
SD	5.99	4.84	9.08	6.12
SEJ	1.55	1.25	2.52	1.70

Table D3

Final Evaluation: Panel 1

	Strongly agree		Agree		Disagree		Strongly disagree	
	N	*%*	*N*	*%*	*N*	*%*	*N*	*%*
• I understood the purpose of this study.	14	93%	1	7%	0	0%	0	0%
• The instructions and explanations provided by the facilitator were clear.	15	100%	0	0%	0	0%	0	0%
• The training in the standard-setting method was adequate to give me the information I needed to complete my assignment.	14	93%	1	7%	0	0%	0	0%
• The explanation of how the recommended passing score is computed was clear.	14	93%	1	7%	0	0%	0	0%
• The opportunity for feedback and discussion between rounds was helpful.	14	93%	1	7%	0	0%	0	0%
• The process of making the standard-setting judgments was easy to follow.	15	100%	0	0%	0	0%	0	0%

Table D3 (continued)

Final Evaluation: Panel 1

How influential was each of the following factors in guiding your standard-setting judgments?	Very influential		Somewhat influential		Not influential	
	N	*%*	*N*	*%*	*N*	*%*
• The description of the target candidate	14	93%	1	7%	0	0%
• The between-round discussions	7	47%	8	53%	0	0%
• The knowledge/skills required to answer each test item	9	60%	6	40%	0	0%
• The passing scores of other panel members	0	0%	14	93%	1	7%
• My own professional experience	6	40%	8	53%	1	7%

	Very comfortable		Somewhat comfortable		Somewhat uncomfortable		Very uncomfortable	
	N	*%*	*N*	*%*	*N*	*%*	*N*	*%*
• Overall, how comfortable are you with the panel's recommended passing score?	11	73%	4	27%	0	0%	0	0%

	Too low		About right		Too high	
	N	*%*	*N*	*%*	*N*	*%*
• Overall, the recommended passing score is:	1	7%	14	93%	0	0%

Table D4

Final Evaluation: Panel 2

	Strongly agree		Agree		Disagree		Strongly disagree	
	N	*%*	*N*	*%*	*N*	*%*	*N*	*%*
• I understood the purpose of this study.	12	92%	1	8%	0	0%	0	0%
• The instructions and explanations provided by the facilitator were clear.	9	69%	4	31%	0	0%	0	0%
• The training in the standard-setting method was adequate to give me the information I needed to complete my assignment.	7	54%	6	46%	0	0%	0	0%
• The explanation of how the recommended passing score is computed was clear.	8	62%	5	38%	0	0%	0	0%
• The opportunity for feedback and discussion between rounds was helpful.	12	92%	1	8%	0	0%	0	0%
• The process of making the standard-setting judgments was easy to follow.	7	54%	6	46%	0	0%	0	0%

Table D4 (continued)

Final Evaluation: Panel 2

How influential was each of the following factors in guiding your standard-setting judgments?	**Very influential**		**Somewhat influential**		**Not influential**	
	N	***%***	***N***	***%***	***N***	***%***
• The description of the target candidate	12	92%	1	8%	0	0%
• The between-round discussions	8	62%	5	38%	0	0%
• The knowledge/skills required to answer each test item	9	69%	4	31%	0	0%
• The passing scores of other panel members	0	0%	12	92%	1	8%
• My own professional experience	4	31%	8	62%	1	8%

	Very comfortable		**Somewhat comfortable**		**Somewhat uncomfortable**		**Very uncomfortable**	
	N	***%***	***N***	***%***	***N***	***%***	***N***	***%***
• Overall, how comfortable are you with the panel's recommended passing score?	6	46%	7	54%	0	0%	0	0%

	Too low		**About right**		**Too high**	
	N	***%***	***N***	***%***	***N***	***%***
• Overall, the recommended passing score is:	0	0%	13	100%	0	0%

Listening. Learning. Leading.

Multistate Standard-Setting Technical Report

PRAXIS™ FAMILY AND CONSUMER SCIENCES (5122)

Licensure and Credentialing Research

ETS

Princeton, New Jersey

October 2013

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EXECUTIVE SUMMARY

To support the decision-making process of education agencies establishing a passing score (cut score) for the Praxis™ Family and Consumer Sciences (5122) test, research staff from Educational Testing Service (ETS) designed and conducted a multistate standard-setting study.

PARTICIPATING STATES

Panelists from 20 states were recommended by their respective education agencies. The education agencies recommended panelists with (a) experience as either Family and Consumer Sciences teachers or college faculty who prepare Family and Consumer Sciences teachers and (b) familiarity with the knowledge and skills required of beginning Family and Consumer Sciences teachers.

RECOMMENDED PASSING SCORE

ETS provides a recommended passing score from the multistate standard-setting study to help education agencies determine an appropriate operational passing score. For the Praxis Family and Consumer Sciences test, the recommended passing score[1] is 67 out of a possible 110 raw-score points. The scaled score associated with a raw score of 67 is 153 on a 100–200 scale.

[1] Results from the two panels participating in the study were averaged to produce the recommended passing score.

To support the decision-making process for education agencies establishing a passing score (cut score) for the Praxis™ Family and Consumer Sciences (5122) test, research staff from ETS designed and conducted a multistate standard-setting study in September 2013 in Princeton, New Jersey. Education agencies[2] recommended panelists with (a) experience as either Family and Consumer Sciences teachers or college faculty who prepare Family and Consumer Sciences teachers and (b) familiarity with the knowledge and skills required of beginning Family and Consumer Sciences teachers. Twenty states (Table 1) were represented by 32 panelists. (See Appendix A for the names and affiliations of the panelists.)

Table 1
Participating States and Number of Panelists

Arkansas (2 panelists)	North Dakota (2 panelists)
Connecticut (2 panelists)	Nebraska (2 panelists)
Delaware (1 panelist)	Nevada (1 panelist)
Idaho (1 panelist)	Pennsylvania (1 panelist)
Kansas (2 panelists)	Rhode Island (2 panelists)
Kentucky (2 panelists)	South Dakota (1 panelist)
Louisiana (2 panelists)	Utah (2 panelists)
Maryland (1 panelist)	Virginia (2 panelists)
Maine (2 panelists)	Wisconsin (1 panelist)
North Carolina (2 panelists)	Wyoming (1 panelist)

The following technical report contains three sections. The first section describes the content and format of the test. The second section describes the standard-setting processes and methods. The third section presents the results of the standard-setting study.

ETS provides a recommended passing score from the multistate standard-setting study to education agencies. In each state, the department of education, the board of education, or a designated educator licensure board is responsible for establishing the operational passing score in accordance with applicable regulations. This study provides a recommended passing score,[3] which represents the combined judgments of two panels of experienced educators. Each state may want to consider the

[2] States and jurisdictions that currently use Praxis were invited to participate in the multistate standard-setting study.
[3] In addition to the recommended passing score averaged across the two panels, the recommened passing scores for each panel are presented.

recommended passing score but also other sources of information when setting the final Praxis Family and Consumer Sciences passing score (see Geisinger & McCormick, 2010). A state may accept the recommended passing score, adjust the score upward to reflect more stringent expectations, or adjust the score downward to reflect more lenient expectations. There is no *correct* decision; the appropriateness of any adjustment may only be evaluated in terms of its meeting the state's needs.

Two sources of information to consider when setting the passing score are the standard error of measurement (SEM) and the standard error of judgment (SEJ). The former addresses the reliability of the Praxis Family and Consumer Sciences test score and the latter, the reliability of panelists' passing-score recommendation. The SEM allows a state to recognize that any test score on any standardized test—including a Praxis Family and Consumer Sciences test score—is not perfectly reliable. A test score only *approximates* what a candidate truly knows or truly can do on the test. The SEM, therefore, addresses the question: How close of an approximation is the test score to the *true* score? The SEJ allows a state to gauge the likelihood that the recommended passing score from a particular panel would be similar to the passing scores recommended by other panels of experts similar in composition and experience. The smaller the SEJ, the more likely that another panel would recommend a passing score consistent with the recommended passing score. The larger the SEJ, the less likely the recommended passing score would be reproduced by another panel.

In addition to measurement error metrics (e.g., SEM, SEJ), each state should consider the likelihood of classification errors. That is, when adjusting a passing score, policymakers should consider whether it is more important to minimize a false-positive decision or to minimize a false-negative decision. A false-positive decision occurs when a candidate's test score suggests that he should receive a license/certificate, but his actual level of knowledge/skills indicates otherwise (i.e., the candidate does not possess the required knowledge/skills). A false-negative decision occurs when a candidate's test score suggests that she should not receive a license/certificate, but she actually does possess the required knowledge/skills. The state needs to consider which decision error is more important to minimize.

OVERVIEW OF THE PRAXIS FAMILY AND CONSUMER SCIENCES TEST

The Praxis Family and Consumer Sciences *Test at a Glance* document (ETS, in press) describes the purpose and structure of the test. In brief, the test measures whether entry-level Family and Consumer Sciences teachers have the knowledge/skills believed necessary for competent professional practice.

The two-hour assessment contains 120 selected-response items[4] covering six content areas: *Food and Nutrition* (approximately 26 items), *Housing and Interior Design* (approximately 14 items), *Textiles, Fashion, and Apparel* (approximately 14 items), *Human Development and Interpersonal Relationships* (approximately 24 items), *Foundations of Family and Consumer Sciences Education* (approximately 20 items), and *Resource Management* (approximately 22 items).[5] The reporting scale for the Praxis Family and Consumer Sciences test ranges from 100 to 200 scaled-score points.

PROCESSES AND METHODS

The design of the standard-setting study included two, independent expert panels. Before the study, panelists received an email explaining the purpose of the standard-setting study and requesting that they review the content specifications for the test. This review helped familiarize the panelists with the general structure and content of the test.

For each panel, the standard-setting study began with a welcome and introduction by the meeting facilitator. The facilitator described the test, provided an overview of standard setting, and presented the agenda for the study. Appendix B shows the agenda for the panel meeting.

REVIEWING THE TEST

The standard-setting panelists first reviewed the test and then discussed it. This discussion helped bring the panelists to a shared understanding of what the test does and does not cover, which serves to reduce potential judgment errors later in the standard-setting process.

[4] Ten of the 120 selected-response items are pretest items and do not contribute to a candidate's score.
[5] The number of items for each content area may vary slightly from form to form of the test.

The test discussion covered the major content areas being addressed by the test. Panelists were asked to remark on any content areas that would be particularly challenging for entry-level teachers or areas that address content particularly important for entry-level teachers.

Defining the Target Candidate

Following the review of the test, panelists described the target candidate. The *target candidate description* plays a central role in standard setting (Perie, 2008); the goal of the standard-setting process is to identify the test score that aligns with this description.

Panel 1 created a description of the target candidate — the knowledge/skills that differentiate a *just* from a *not quite* qualified candidate. To create this description, the panel first split into smaller groups to consider the target candidate. The full panel then reconvened and, through whole-group discussion, created the description of the target candidate to use for the remainder of the study.

The written description of the target candidate summarized the panel discussion in a bulleted format. The description was not intended to describe all the knowledge and skills of the target candidate but only highlight those that differentiate a *just* qualified candidate from a *not quite* qualified candidate. The written description was distributed to panelists to use during later phases of the study (see Appendix C for the target candidate description).

For Panel 2, the panelists began with the description of the target candidate developed by Panel 1. Given that the multistate standard-setting study was designed to provide two recommendations for the same performance standard, it was important that panels use consistent target candidate description to frame their judgments. The panelists reviewed the target candidate description, and any ambiguities were discussed and clarified.

PANELISTS' JUDGMENTS

The standard-setting process for the Praxis Family and Consumer Sciences test was a probability-based Modified Angoff method (Brandon, 2004; Hambleton & Pitoniak, 2006). In this study, each panelist judged each item on the likelihood (probability or chance) that the target candidate would answer the item correctly. Panelists made their judgments using the following rating scale: 0, .05, .10, .20, .30, .40, .50, .60, .70, .80, .90, .95, 1. The lower the value, the less likely it is that the target candidate would answer the item correctly because the item is difficult for the target candidate. The higher the value, the more likely it is that the target candidate would answer the item correctly.

Panelists were asked to approach the judgment process in two stages. First, they reviewed both the description of the target candidate and the item and decided if, overall, the item would be difficult for the target candidate, easy for the target candidate or moderately difficult/easy. The facilitator encouraged the panelists to consider the following rules of thumb to guide their decision:

- Difficult items for the target candidate are in the 0 to .30 range.
- Moderately difficult/easy items for the target candidate are in the .40 to .60 range.
- Easy items for the target candidate are in the .70 to 1 range.

Next, panelists decided how to refine their judgment within the range. For example, if a panelist thought that an item would be easy for the target candidate, the initial decision located the item in the .70 to 1 range. The second decision for the panelist was to decide if the likelihood of answering it correctly is .70, .80, .90, .95 or 1.

After the training, panelists made practice judgments and discussed those judgments and their rationale. All panelists completed a post-training survey to confirm that they had received adequate training and felt prepared to continue; the standard-setting process continued only if all panelists confirmed their readiness.

Following this first round of judgments (*Round 1*), item-level feedback was provided to the panel. The panelists' judgments were displayed for each item and summarized across panelists. Items were highlighted to show when panelists converged in their judgments (at least two-thirds of the panelists located an item in the same difficulty range) or diverged in their judgments.

The panelists discussed their item-level judgments. These discussions helped panelists maintain a shared understanding of the knowledge/skills of the target candidate and helped to clarify aspects of

items that might not have been clear to all panelists during the Round 1 judgments. The purpose of the discussion was not to encourage panelists to conform to another's judgment, but to understand the different relevant perspectives among the panelists.

In Round 2, panelists discussed their Round 1 judgments and were encouraged by the facilitator (a) to share the rationales for their judgments and (b) to consider their judgments in light of the rationales provided by the other panelists. Panelists recorded their Round 2 judgments only for items when they wished to change a Round 1 judgment. Panelists final judgments for the study, therefore, consist of their Round 1 judgments and any adjusted judgments made during Round 2.

Other than the description of the target candidate, results from Panel 1 were not shared with Panel 2. The item-level judgments and resulting discussions for Panel 2 were independent of judgments and discussions that occurred with Panel 1.

RESULTS

EXPERT PANELS

Table 2 presents a summary of the panelists' demographic information. The panel included 32 educators representing 20 states. (See Appendix A for a listing of panelists.) Twenty-two panelists were teachers, seven were college faculty, and three were administrators or department heads. All seven faculty members' job responsibilities included the training of Family and Consumer Sciences teachers.

The number of experts by panel and their demographic information are presented in Appendix D (Table D1).

Table 2

Panel Member Demographics (Across Panels)

	N	*%*
Current position		
Teacher	22	69%
Administrator/Department Head	3	9%
College Faculty	7	22%
Race		
White	29	91%
Black	3	9%
Gender		
Female	31	97%
Male	1	3%
Are you currently certified to teach this subject in your state?		
Yes	27	84%
No	5	16%
Are you currently teaching this subject in your state?		
Yes	30	94%
No	2	6%
Are you currently supervising or mentoring other teachers of this subject?		
Yes	18	56%
No	14	44%
At what K–12 grade level are you currently teaching this subject?		
Middle School (6–8 or 7–9)	5	16%
High School (9–12 or 10–12)	16	50%
Middle and High School	2	6%
Other	1	3%
Not currently teaching at the K–12 level	8	25%

Table 2 (continued)
Panel Member Demographics (Across Panels)

	N	*%*
Including this year, how many years of experience do you have teaching this subject?		
3 years or less	3	9%
4–7 years	6	19%
8–11 years	7	22%
12–15 years	4	13%
16 years or more	12	38%
Which best describes the location of your school/institution?		
Urban	9	28%
Suburban	13	41%
Rural	10	31%
If you are college faculty, are you currently involved in the training/preparation of teacher candidates in this subject?		
Yes	7	22%
No	0	0%
Not college faculty	25	78%

STANDARD-SETTING JUDGMENTS

Table 3 summarizes the standard-setting judgments (Round 2) of panelists. The table also includes estimates of the measurement error associated with the judgments: the standard deviation of the mean and the standard error of judgment (SEJ). The SEJ is one way of estimating the reliability or consistency of a panel's standard-setting judgments.[6] It indicates how likely it would be for several other panels of educators similar in makeup, experience, and standard-setting training to the current panel to recommend the same passing score on the same form of the test. The confidence intervals created by adding/subtracting two SEJs to each panel's recommended passing score overlap, indicating that they may be comparable.

Panelist-level results, for Rounds 1 and 2, are presented in Appendix D (Table D2).

[6] An SEJ assumes that panelists are randomly selected and that standard-setting judgments are independent. It is seldom the case that panelists are randomly sampled, and only the first round of judgments may be considered independent. The SEJ, therefore, likely underestimates the uncertainty of passing scores (Tannenbaum & Katz, 2013).

Table 3
Summary of Round 2 Standard-setting Judgments

	Panel 1	Panel 2
Average	65.87	67.32
Lowest	51.95	56.00
Highest	79.15	79.30
SD	6.58	5.52
SEJ	1.59	1.42

Round 1 judgments are made without discussion among the panelists. The most variability in judgments, therefore, is typically present in the first round. Round 2 judgments, however, are informed by panel discussion; thus, it is common to see a decrease both in the standard deviation and SEJ. This decrease — indicating convergence among the panelists' judgments — was observed for each panel (see Table D2 in Appendix D). The Round 2 average score is the panel's recommended passing score.

The panels' passing score recommendations for the Praxis Family and Consumer Sciences test are 65.87 for Panel 1 and 67.32 for Panel 2 (out of a possible 110 raw-score points). The values were rounded to the next highest whole number, to determine the functional recommended passing score — 66 for Panel 1 and 68 for Panel 2. The scaled scores associated with 66 and 68 raw points are 151 and 154, respectively.

In addition to the recommended passing score for each panel, the average passing score across the two panels is provided to help education agencies determine an appropriate passing score. The panels' average passing score recommendation for the Praxis Family and Consumer Sciences test is 66.59 (out of a possible 110 raw-score points). The value was rounded to 67 (next highest raw score) to determine the functional recommended passing score. The scaled score associated with 67 raw points is 153.

Table 4 presents the estimated conditional standard error of measurement (CSEM) around the recommended passing score. A standard error represents the uncertainty associated with a test score. The scaled scores associated with one and two CSEMs above and below the recommended passing score are provided. The conditional standard error of measurement provided is an estimate.

Table 4

Passing Scores Within 1 and 2 CSEMs of the Recommended Passing Score[7]

Recommended passing score (CSEM)		Scale score equivalent
67 (5.14)		153
-2 CSEMs	57	140
-1 CSEM	62	146
+ 1 CSEM	73	160
+ 2 CSEMs	78	166

***Note*. CSEM = conditional standard error of measurement.**

FINAL EVALUATIONS

The panelists completed an evaluation at the conclusion of their standard-setting study. The evaluation asked the panelists to provide feedback about the quality of the standard-setting implementation and the factors that influenced their decisions. The responses to the evaluation provided evidence of the validity of the standard-setting process, and, as a result, evidence of the reasonableness of the recommended passing score.

Panelists were also shown the panel's recommended passing score and asked (a) how comfortable they are with the recommended passing score and (b) if they think the score was too high, too low, or about right. A summary of the final evaluation results is presented in Appendix D (Tables D3 and D4).

All panelists *strongly agreed* that they understood the purpose of the study. All panelists *strongly agreed* or *agreed* that the facilitator's instructions and explanations were clear. All panelists *strongly agreed* or *agreed* that they were prepared to make their standard-setting judgments and that the standard-setting process was easy to follow.

Twenty-nine of the 32 panelists indicated they were at least *somewhat comfortable* with the passing score they recommended; 19 of the 32 panelists were *very comfortable*. Twenty-eight of the 32 panelists indicated the recommended passing score was *about right* with the remaining four panelists indicated that the passing score was *too low*.

[7] The unrounded CSEM value is added to or subtracted from the rounded passing-score recommendation. The resulting values are rounded up to the next-highest whole number and the rounded values are converted to scaled scores.

SUMMARY

To support the decision-making process for education agencies establishing a passing score (cut score) for the Praxis Family and Consumer Sciences test, research staff from ETS designed and conducted a multistate standard-setting study.

ETS provides a recommended passing score from the multistate standard-setting study to help education agencies determine an appropriate operational passing score. For the Praxis Family and Consumer Sciences test, the recommended passing score[8] is 67 out of a possible 110 raw-score points. The scaled score associated with a raw score of 67 is 153 on a 100–200 scale.

[8] Results from the two panels participating in the study were averaged to produce the recommended passing score.

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APPENDIX A

PANELISTS' NAMES & AFFILIATIONS

Participating Panelists With Affiliation

Panelist	**Affiliation**
Danielle Albanese	Washington Middle School/Meriden BOE (CT)
Karma Bateman	Jordan High School (UT)
Mari Borr	North Dakota State University (ND)
Kristen Burnett	Laramie County School District 1 Central High School (WY)
Kathy Croxall	Western Kentucky University (KY)
Catrina Cheek-Jones	Richmond Public Schools (VA)
Annette Dutton	Century High School (ID)
Carol Erwin	Wayne State College (NE)
Derrick L. Fogg	Warren County School (NC)
Lindsay Frisbie	South Middleton School District (PA)
Kathleen Hudson	Coventry High School (RI)
Beth Ireland	Kansas State University- Research & Extension (KS)
Maria Keels	Cumberland County Schools/MacWilliams Middle School (NC)
Tracy Kern	Harrisburg High School (SD)
Brenda A. Martin	University of Arkansas at Pine Bluff (AR)
Ronda Matthews	Appomattox County High School (VA)
Yvonne Moody	Chadron State College (NE)
Katrina Moore	Bossier High School (LA)
Christine Moore	Brigham Young University (UT)
Kathy Morgan	Carroll County Public School (MD)
Marlene Prichard	Barrington Middle School (RI)
Sarah Raikes	Washington County High School (KY)
Magan Randall	Fayetteville Public Schools (AR)
Anne Scharmberg	Brandywine High School (DE)
Carla Selberg	Brunswick High School (ME)
Stephanie Sevigny	Velva High School (ND)
Lola Shipp	Liberty High School, Clark County (NV)
Lorraine Tanguay	Mountain Valley High School (ME)
Susan Turgeson	University of WI-Stevens Point (WI)
Janice M. Uerz	Manchester High School (CT)
Amy Weems	Ouachita Junior High School and University of Louisiana at Monroe (LA)
Sally Yahnke	Kansas State University (KS)

APPENDIX B

STUDY AGENDA

AGENDA

Praxis Family and Consumer Sciences (5122) Standard-Setting Study

Day 1

Welcome and Introduction

Overview of Standard Setting and the Praxis Family and Consumer Sciences Test

Review the Praxis Family and Consumer Sciences Test

Discuss the Praxis Family and Consumer Sciences Test

Define the Knowledge/Skills of a Target Candidate

Lunch

Define the Knowledge/Skills of a Target Candidate (continued)

Break

Standard-Setting Training

Round 1 Standard Setting Judgments

Collect Materials; End of Day 1

AGENDA

Praxis Family and Consumer Sciences (5122)
Standard-Setting Study

Day 2

Overview of Day 2

Round 1 Feedback and Round 2 Judgments

Break

Round 1 Feedback and Round 2 Judgments (continued)

Lunch

Feedback on Round 2 Recommended Passing Score

Complete Final Evaluation

Collect Materials; End of Study

APPENDIX C

TARGET CANDIDATE DESCRIPTION

Description of the Target Candidate[9]

A target candidate …

I Food & Nutrition
- A. Culinary Arts & Food Service
  1. Understands basic safety and sanitation procedures
  2. Knows general concepts of food science
  3. Understands food preparation techniques, knowledge, & skills
  4. Knows basic process skills needed in the hospitality industry
- B. Nutrition and Wellness
  1. Understands basic nutrients and dietary guidelines recommended throughout the life cycle

II Housing & Interior Design
1. Knows the various factors that affect housing choices through the lifespan
2. Understands the elements and principles of design

III Textiles, Fashion, and Apparel
1. Knows the basic construction techniques, care, and design of textile products and apparel

IV Human Development and Interpersonal Relationships
- A. Families and Relationships
  1. Knows functions, strategies and resources for promoting relationships and communication skills for various types of families and individuals.
- B. Human Development and Early Childhood Education
  1. Understands the foundational theories related to the stages, characteristics, and interrelatedness of physical, social, emotional, moral, and cognitive development throughout the life cycle
  2. Is familiar with the components of a curriculum that promote and address the diverse needs of children

V. Foundations of Family and Consumer Sciences Education
1. Knows how to implement core FACS academic standards into authentic, student centered learning experiences and assessments
2. Is familiar with career paths and organizations within FACS disciplines from current and historical perspectives.

VI. Resource Management
- A. Financial Literacy
  1. Understands essential financial literacy concepts and their impacts on financial management throughout the life cycle
- B. Careers and Consumer Education
  1. Knows consumer rights, roles and responsibilities related to individual, family and government resources
  2. Knows decision-making and problem-solving processes for family, career and consumer issues

[9] Description of the target candidate focuses on the knowledge/skills that differentiate a *just* from a *not quite* qualified candidate.

APPENDIX D

RESULTS

Table D1

Panel Member Demographics (by Panel)

	Panel 1		Panel 2	
	N	***%***	***N***	***%***
Current position				
Teacher	12	71%	10	67%
Administrator/Department Head	2	12%	1	7%
College Faculty	3	18%	4	27%
Race				
White	15	88%	14	93%
Black	2	12%	1	7%
Gender				
Female	17	100%	14	93%
Male	0	0%	1	7%
Are you currently certified to teach this subject in your state?				
Yes	15	88%	12	80%
No	2	12%	3	20%
Are you currently teaching this subject in your state?				
Yes	17	100%	13	87%
No	0	0%	2	13%
Are you currently supervising or mentoring other teachers of this subject?				
Yes	9	53%	9	60%
No	8	47%	6	40%
At what K–12 grade level are you currently teaching this subject?				
Middle School (6–8 or 7–9)	3	18%	2	13%
High School (9–12 or 10–12)	9	53%	7	47%
Middle and High School	1	6%	1	7%
Other	0	0%	1	7%
Not currently teaching at the K–12 level	4	24%	4	27%

Table D1 (continued)

Panel Member Demographics (by Panel)

	Panel 1		Panel 2	
	N	***%***	***N***	***%***
Including this year, how many years of experience do you have teaching this subject?				
3 years or less	3	18%	0	0%
4–7 years	3	18%	3	20%
8–11 years	4	24%	3	20%
12–15 years	2	12%	2	13%
16 years or more	5	29%	7	47%
Which best describes the location of your school/institution?				
Urban	5	29%	4	27%
Suburban	7	41%	6	40%
Rural	5	29%	5	33%
If you are college faculty, are you currently involved in the training/preparation of teacher candidates in this subject?				
Yes	3	18%	4	27%
No	0	0%	0	0%
Not college faculty	14	82%	11	73%

Table D2

Passing Score Summary by Round of Judgments

	Panel 1		Panel 2	
Panelist	**Round 1**	**Round 2**	**Round 1**	**Round 2**
1	59.75	60.80	57.15	66.60
2	84.65	79.15	70.30	70.40
3	73.60	74.10	65.40	65.50
4	51.70	54.60	67.20	67.90
5	65.90	65.40	69.15	68.05
6	69.75	69.00	69.05	69.05
7	69.60	70.50	62.10	62.60
8	62.70	62.10	74.20	76.40
9	48.45	51.95	51.25	56.00
10	50.20	62.20	58.40	63.00
11	67.00	66.50	61.00	65.30
12	65.30	65.00	63.80	64.20
13	73.90	71.05	66.30	67.80
14	67.75	67.60	81.65	79.30
15	63.85	65.65	65.70	67.70
16	65.10	65.10		
17	70.80	69.10		
Average	65.29	65.87	65.51	67.32
Lowest	48.45	51.95	51.25	56.00
Highest	84.65	79.15	81.65	79.30
SD	9.12	6.58	7.30	5.52
SEJ	2.21	1.59	1.89	1.42

Table D3

Final Evaluation: Panel 1

	Strongly agree		Agree		Disagree		Strongly disagree	
	N	*%*	*N*	*%*	*N*	*%*	*N*	*%*
• I understood the purpose of this study.	17	100%	0	0%	0	0%	0	0%
• The instructions and explanations provided by the facilitator were clear.	15	88%	2	12%	0	0%	0	0%
• The training in the standard-setting method was adequate to give me the information I needed to complete my assignment.	15	88%	2	12%	0	0%	0	0%
• The explanation of how the recommended passing score is computed was clear.	16	94%	1	6%	0	0%	0	0%
• The opportunity for feedback and discussion between rounds was helpful.	17	100%	0	0%	0	0%	0	0%
• The process of making the standard-setting judgments was easy to follow.	10	59%	7	41%	0	0%	0	0%

Table D3 (continued)

Final Evaluation: Panel 1

How influential was each of the following factors in guiding your standard-setting judgments?	Very influential		Somewhat influential		Not influential	
	N	*%*	*N*	*%*	*N*	*%*
• The description of the target candidate	16	94%	1	6%	0	0%
• The between-round discussions	7	41%	10	59%	0	0%
• The knowledge/skills required to answer each test item	13	76%	4	24%	0	0%
• The passing scores of other panel members	4	24%	13	76%	0	0%
• My own professional experience	13	76%	3	18%	1	6%

	Very comfortable		Somewhat comfortable		Somewhat uncomfortable		Very uncomfortable	
	N	*%*	*N*	*%*	*N*	*%*	*N*	*%*
• Overall, how comfortable are you with the panel's recommended passing score?	10	59%	4	24%	2	12%	1	6%

	Too low		About right		Too high	
	N	*%*	*N*	*%*	*N*	*%*
• Overall, the recommended passing score is:	4	24%	13	76%	0	0%

Table D4

Final Evaluation: Panel 2

	Strongly agree		Agree		Disagree		Strongly disagree	
	N	*%*	*N*	*%*	*N*	*%*	*N*	*%*
• I understood the purpose of this study.	15	100%	0	0%	0	0%	0	0%
• The instructions and explanations provided by the facilitator were clear.	15	100%	0	0%	0	0%	0	0%
• The training in the standard-setting method was adequate to give me the information I needed to complete my assignment.	14	93%	1	7%	0	0%	0	0%
• The explanation of how the recommended passing score is computed was clear.	14	93%	1	7%	0	0%	0	0%
• The opportunity for feedback and discussion between rounds was helpful.	15	100%	0	0%	0	0%	0	0%
• The process of making the standard-setting judgments was easy to follow.	12	80%	3	20%	0	0%	0	0%

Table D4 (continued)

Final Evaluation: Panel 2

How influential was each of the following factors in guiding your standard-setting judgments?	Very influential		Somewhat influential		Not influential	
	N	*%*	*N*	*%*	*N*	*%*
• The description of the target candidate	15	100%	0	0%	0	0%
• The between-round discussions	11	73%	4	27%	0	0%
• The knowledge/skills required to answer each test item	14	93%	1	7%	0	0%
• The passing scores of other panel members	3	20%	10	67%	2	13%
• My own professional experience	5	33%	10	67%	0	0%

	Very comfortable		Somewhat comfortable		Somewhat uncomfortable		Very uncomfortable	
	N	*%*	*N*	*%*	*N*	*%*	*N*	*%*
• Overall, how comfortable are you with the panel's recommended passing score?	9	60%	6	40%	0	0%	0	0%

	Too low		About right		Too high	
	N	*%*	*N*	*%*	*N*	*%*
• Overall, the recommended passing score is:	0	0%	15	100%	0	0%

Listening. Learning. Leading.

Multistate Standard-Setting Technical Report

PRAXIS™ GIFTED EDUCATION (5358)

Licensure and Credentialing Research

ETS

Princeton, New Jersey

November 2013

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EXECUTIVE SUMMARY

To support the decision-making process of education agencies establishing a passing score (cut score) for the Praxis™ Gifted Education (5358) test, research staff from Educational Testing Service (ETS) designed and conducted a multistate standard-setting study.

PARTICIPATING STATES

Panelists from seven states were recommended by their respective education agencies. The education agencies recommended panelists with (a) experience as either gifted education teachers or college faculty who prepare gifted education teachers and (b) familiarity with the knowledge and skills required of beginning gifted education teachers.

RECOMMENDED PASSING SCORE

ETS provides a recommended passing score from the multistate standard-setting study to help education agencies determine an appropriate operational passing score. For the Praxis Gifted Education test, the recommended passing score is 65 out of a possible 100 raw-score points. The scaled score associated with a raw score of 65 is 157 on a 100–200 scale.

To support the decision-making process for education agencies establishing a passing score (cut score) for the Praxis™ Gifted Education (5358) test, research staff from ETS designed and conducted a multistate standard-setting study in November 2013 in Princeton, New Jersey. Education agencies[1] recommended panelists with (a) experience as either gifted education teachers or college faculty who prepare gifted education teachers and (b) familiarity with the knowledge and skills required of beginning gifted education teachers. Seven states (Table 1) were represented by 18 panelists. (See Appendix A for the names and affiliations of the panelists.)

Table 1

Participating states and Number of Panelists

Arkansas (3 panelists)	Maine (3 panelists)
Delaware (1 panelist)	North Dakota (2 panelists)
Idaho (3 panelists)	Tennessee (3 panelists)
Kentucky (3 panelists)	

The following technical report contains three sections. The first section describes the content and format of the test. The second section describes the standard-setting processes and methods. The third section presents the results of the standard-setting study.

ETS provides a recommended passing score from the multistate standard-setting study to education agencies. In each state, the department of education, the board of education, or a designated educator licensure board is responsible for establishing the operational passing score in accordance with applicable regulations. This study provides a recommended passing score, which represents the combined judgments of a group of experienced educators. Each state may want to consider the recommended passing score but also other sources of information when setting the final Praxis Gifted Education passing score (see Geisinger & McCormick, 2010). A state may accept the recommended passing score, adjust the score upward to reflect more stringent expectations, or adjust the score downward to reflect more lenient expectations. There is no *correct* decision; the appropriateness of any adjustment may only be evaluated in terms of its meeting the state's needs.

[1] States and jurisdictions that currently use Praxis were invited to participate in the multistate standard-setting study.

Two sources of information to consider when setting the passing score are the standard error of measurement (SEM) and the standard error of judgment (SEJ). The former addresses the reliability of the Praxis Gifted Education test score and the latter, the reliability of panelists' passing-score recommendation. The SEM allows a state to recognize that any test score on any standardized test—including a Praxis Gifted Education test score—is not perfectly reliable. A test score only *approximates* what a candidate truly knows or truly can do on the test. The SEM, therefore, addresses the question: How close of an approximation is the test score to the *true* score? The SEJ allows a state to gauge the likelihood that the recommended passing score from the current panel would be similar to the passing scores recommended by other panels of experts similar in composition and experience. The smaller the SEJ, the more likely that another panel would recommend a passing score consistent with the recommended passing score. The larger the SEJ, the less likely the recommended passing score would be reproduced by another panel.

In addition to measurement error metrics (e.g., SEM, SEJ), each state should consider the likelihood of classification errors. That is, when adjusting a passing score, policymakers should consider whether it is more important to minimize a false-positive decision or to minimize a false-negative decision. A false-positive decision occurs when a candidate's test score suggests that he should receive a license/certificate, but his actual level of knowledge/skills indicates otherwise (i.e., the candidate does not possess the required knowledge/skills). A false-negative decision occurs when a candidate's test score suggests that she should not receive a license/certificate, but she actually does possess the required knowledge/skills. The state needs to consider which decision error is more important to minimize.

Overview of the Praxis Gifted Education Test

The Praxis Gifted Education *Test at a Glance* document (ETS, in press) describes the purpose and structure of the test. In brief, the test measures whether entry-level gifted education teachers have the knowledge/skills believed necessary for competent professional practice.

The two-hour assessment contains 120 selected-response items[2] covering five content areas: *Development and Characteristics of Gifted Students* (approximately 25 items), *Learning Environment for Gifted Students* (approximately 23 items), *Instruction of Gifted Students* (approximately 33 items), *Identification and Assessment of Gifted Students* (approximately 22 items), and *Professionalism* (approximately 17 items).[3] The reporting scale for the Praxis Gifted Education test ranges from 100 to 200 scaled-score points.

Processes and Methods

The design of the standard-setting study included an expert panel. Before the study, panelists received an email explaining the purpose of the standard-setting study and requesting that they review the content specifications for the test. This review helped familiarize the panelists with the general structure and content of the test.

The standard-setting study began with a welcome and introduction by the meeting facilitator. The facilitator described the test, provided an overview of standard setting, and presented the agenda for the study. Appendix B shows the agenda for the panel meeting.

Reviewing the Test

The standard-setting panelists first took the test and then discussed it. This discussion helped bring the panelists to a shared understanding of what the test does and does not cover, which serves to reduce potential judgment errors later in the standard-setting process.

[2] Twenty of the 120 selected-response items are pretest items and do not contribute to a candidate's score.
[3] The number of items for each content area may vary slightly from form to form of the test.

The test discussion covered the major content areas being addressed by the test. Panelists were asked to remark on any content areas that would be particularly challenging for entry-level teachers or areas that address content particularly important for entry-level teachers.

Defining the Target Candidate

Following the review of the test, panelists described the target candidate. The *target candidate description* plays a central role in standard setting (Perie, 2008); the goal of the standard-setting process is to identify the test score that aligns with this description.

The panel created a description of the target candidate —the knowledge/skills that differentiate a *just* from a *not quite* qualified candidate. To create this description, the panel first split into smaller groups to consider the target candidate. The full panel then reconvened and, through whole-group discussion, determined the description of the target candidate to use for the remainder of the study.

The written description of the target candidate summarized the panel discussion in a bulleted format. The description was not intended to describe all the knowledge and skills of the target candidate but only highlight those that differentiate a *just* qualified candidate from a *not quite* qualified candidate. The written description was distributed to panelists to use during later phases of the study (see Appendix C for the target candidate description).

Panelists' Judgments

The standard-setting process for the Praxis Gifted Education test was a probability-based Modified Angoff method (Brandon, 2004; Hambleton & Pitoniak, 2006). In this study, each panelist judged each item on the likelihood (probability or chance) that the target candidate would answer the item correctly. Panelists made their judgments using the following rating scale: 0, .05, .10, .20, .30, .40, .50, .60, .70, .80, .90, .95, 1. The lower the value, the less likely it is that the target candidate would answer the item correctly because the item is difficult for the target candidate. The higher the value, the more likely it is that the target candidate would answer the item correctly.

Panelists were asked to approach the judgment process in two stages. First, they reviewed both the description of the target candidate and the item and decided if, overall, the item would be difficult for the target candidate, easy for the target candidate or moderately difficult/easy. The facilitator encouraged the panelists to consider the following rules of thumb to guide their decision:

- Difficult items for the target candidate are in the 0 to .30 range.
- Moderately difficult/easy items for the target candidate are in the .40 to .60 range.
- Easy items for the target candidate are in the .70 to 1 range.

Next, panelists decided how to refine their judgment within the range. For example, if a panelist thought that an item would be easy for the target candidate, the initial decision located the item in the .70 to 1 range. The second decision for the panelist was to decide if the likelihood of answering it correctly is .70, .80, .90, .95 or 1.

After the training, panelists made practice judgments and discussed those judgments and their rationale. All panelists completed a post-training survey to confirm that they had received adequate training and felt prepared to continue; the standard-setting process continued only if all panelists confirmed their readiness.

Following this first round of judgments (*Round 1*), item-level feedback was provided to the panel. The panelists' judgments were displayed for each item and summarized across panelists. Items were highlighted to show when panelists converged in their judgments (at least two-thirds of the panelists located an item in the same difficulty range) or diverged in their judgments.

The panelists discussed their item-level judgments. These discussions helped panelists maintain a shared understanding of the knowledge/skills of the target candidate and helped to clarify aspects of items that might not have been clear to all panelists during the Round 1 judgments. The purpose of the discussion was not to encourage panelists to conform to another's judgment, but to understand the different relevant perspectives among the panelists.

In Round 2, panelists discussed their Round 1 judgments and were encouraged by the facilitator (a) to share the rationales for their judgments and (b) to consider their judgments in light of the rationales provided by the other panelists. Panelists recorded their Round 2 judgments only for items when they wished to change a Round 1 judgment. Panelists final judgments for the study, therefore, consist of their Round 1 judgments and any adjusted judgments made during Round 2.

RESULTS

EXPERT PANELS

Table 2 presents a summary of the panelists' demographic information. The panel included 18 educators representing seven states . (See Appendix A for a listing of panelists.) Eleven panelists were teachers, five were college faculty, and two were administrators or department heads. Four of the five faculty members' job responsibilities included the training of gifted education teachers.

Table 2
Panel Member Demographics

	N	*%*
Current position		
Teacher	11	61%
Administrator/Department Head	2	11%
College Faculty	5	28%
Race		
White	16	89%
Black or African American	1	6%
Hispanic or Latino	1	6%
Gender		
Female	16	89%
Male	2	11%
Are you currently certified to teach this subject in your state?		
Yes	18	100%
No	0	0%
Are you currently teaching this subject in you state?		
Yes	17	94%
No	1	6%
Are you currently supervising or mentoring other teachers of this subject?		
Yes	14	78%
No	4	22%

Table 2 (continued)
Panel Member Demographics

	N	*%*
At what K–12 grade level are you currently teaching this subject?		
Elementary (K–5 or K–6)	5	28%
Elementary and Middle School	1	6%
High School (9–12 or 10–12)	1	6%
Middle and High School	1	6%
All Grades	5	28%
Not currently teaching at the K–12 level	5	28%
Including this year, how many years of experience do you have teaching this subject?		
3 years or less	2	11%
4–7 years	7	39%
8–11 years	2	11%
12–15 years	1	6%
16 years or more	6	33%
Which best describes the location of your K–12 school?		
Urban	1	6%
Suburban	6	33%
Rural	6	33%
Not currently working at the K–12 level	5	28%
If you are college faculty, are you currently involved in the training/preparation of teacher candidates in this subject?		
Yes	4	22%
No	1	6%
Not college faculty	13	72%

STANDARD-SETTING JUDGMENTS

Table 3 summarizes the standard-setting judgments of panelists. The table shows the passing scores—the number of raw points needed to pass the test—recommended by each panelist.

Table 3 also includes estimate of the measurement error associated with the judgments: the standard deviation of the mean and the standard error of judgment (SEJ). The SEJ is one way of estimating the reliability or consistency of a panel's standard-setting judgments.[4] It indicates how likely

[4] An SEJ assumes that panelists are randomly selected and that standard-setting judgments are independent. It is seldom the case that panelists are randomly sampled, and only the first round of judgments may be considered independent. The SEJ, therefore, likely underestimates the uncertainty of passing scores (Tannenbaum & Katz, 2013).

it would be for several other panels of educators similar in makeup, experience, and standard-setting training to the current panel to recommend the same passing score on the same form of the test.

Round 1 judgments are made without discussion among the panelists. The most variability in judgments, therefore, is typically present in the first round. Round 2 judgments, however, are informed by panel discussion; thus, it is common to see a decrease both in the standard deviation and SEJ. This decrease — indicating convergence among the panelists' judgments — was observed (see Table 3). The Round 2 average score is the panel's recommended passing score.

Table 3

Passing Score Summary by Round of Judgments

Panelist	Round 1	Round 2
1	62.30	63.70
2	77.80	76.50
3	76.20	75.60
4	57.95	58.35
5	63.70	60.30
6	47.50	56.30
7	61.45	62.95
8	72.90	70.60
9	72.80	71.80
10	61.30	61.00
11	57.40	55.80
12	59.80	60.10
13	66.90	66.50
14	65.45	65.65
15	62.40	62.00
16	64.85	63.55
17	56.30	55.90
18	70.55	68.70
Average	64.31	64.18
Lowest	47.50	55.80
Highest	77.80	76.50
SD	7.66	6.38
SEJ	1.81	1.50

The panel's passing score recommendation for the Praxis Gifted Education test is 64.18 (out of a possible 100 raw-score points). The value was rounded to the next highest whole number, 65, to determine the functional recommended passing score. The scaled score associated with 65 raw points is 157.

Table 4 presents the estimated conditional standard error of measurement (CSEM) around the recommended passing score. A standard error represents the uncertainty associated with a test score. The scaled scores associated with one and two CSEMs above and below the recommended passing score are provided. The conditional standard error of measurement provided is an estimate.

Table 4

Passing Scores Within 1 and 2 CSEMs of the Recommended Passing Score[5]

Recommended passing score (CSEM)		Scale score equivalent
65 (4.79)		157
-2 CSEMs	56	144
-1 CSEM	61	151
+ 1 CSEM	70	164
+ 2 CSEMs	75	171

***Note*. CSEM = conditional standard error of measurement.**

[5] The unrounded CSEM value is added to or subtracted from the rounded passing-score recommendation. The resulting values are rounded up to the next-highest whole number and the rounded values are converted to scaled scores.

FINAL EVALUATIONS

The panelists completed an evaluation at the conclusion of their standard-setting study. The evaluation asked the panelists to provide feedback about the quality of the standard-setting implementation and the factors that influenced their decisions. The responses to the evaluation provided evidence of the validity of the standard-setting process, and, as a result, evidence of the reasonableness of the recommended passing score.

Panelists were also shown the panel's recommended passing score and asked (a) how comfortable they are with the recommended passing score and (b) if they think the score was too high, too low, or about right. A summary of the final evaluation results is presented in Appendix D.

All panelists *strongly agreed* or *agreed* that they understood the purpose of the study and that the facilitator's instructions and explanations were clear. All panelists *strongly agreed* or *agreed* that they were prepared to make their standard-setting judgments and that the standard-setting process was easy to follow.

All of the panelists indicated they were at least *somewhat comfortable* with the passing score they recommended; 15 of the 18 panelists were *very comfortable*. All of the panelists indicated the recommended passing score was *about right*.

SUMMARY

To support the decision-making process for education agencies establishing a passing score (cut score) for the Praxis Gifted Education test, research staff from ETS designed and conducted a multistate standard-setting study.

ETS provides a recommended passing score from the multistate standard-setting study to help education agencies determine an appropriate operational passing score. For the Praxis Gifted Education test, the recommended passing score is 65 out of a possible 100 raw-score points. The scaled score associated with a raw score of 65 is 157 on a 100–200 scale.

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APPENDIX A

PANELISTS' NAMES & AFFILIATIONS

Participating Panelists With Affiliations

Panelist	**Affiliation**
Cheré Beavers	Vilonia School District (AR)
Thais Campbell	Ooltewah Middle School/Barger Academy/Bess T. Shepherd Elementary School (TN)
Kimberly Code	Northern Kentucky University (KY)
Amy Cox	Joint School District #2 (ID)
James Curry	University of Southern Maine (ME)
Amanda Shaner Gaglione	Mispillion Elementary School (DE)
Sue Ann Gaitings	Brewer School Department (ME)
Jennifer Goode	Maine School Administrative District #40 (ME)
Jo Henderson	Boise State University (ID)
Meghan McDonagh	Joint School District #2 (ID)
Rachelle Miller	University of Central Arkansas (AR)
Carolyn Ray	Washington County Board of Education (KY)
Dustin Seaton	Prairie Grove School District (AR)
Gem Thomerson	Vanderbilt University (TN)
Yvonne R. Timian	Fargo Public Schools (ND)
Michelle Villarreal	Rutherford County Schools-Blackman High School (TN)
Marla Wagenman	Fargo Public Schools (ND)
Karen G. West	Corbin Independent Schools (KY)

APPENDIX B

STUDY AGENDA

AGENDA

Praxis Gifted Education (5358)
Standard-Setting Study

Day 1

Welcome and Introduction

Overview of Standard Setting and the Praxis Gifted Education Test

Review the Praxis Gifted Education Test

Discuss the Praxis Gifted Education Test

Lunch

Define the Knowledge/Skills of a Target Candidate

Break

Standard-Setting Training

Round 1 Standard Setting Judgments

Collect Materials; End of Day 1

Day 2

Overview of Day 2

Round 1 Feedback and Round 2 Judgments

Lunch

Feedback on Round 2 Recommended Cut Score

Complete Final Evaluation

Collect Materials; End of Study

APPENDIX C

TARGET CANDIDATE DESCRIPTION

Description of the Target Candidate[6]

A target candidate …

I. Development and Characteristics of Gifted Students

A. Development

1. Knows the early indicators of giftedness (e.g., advanced verbal ability, curiosity and imagination, early achievement of milestones, ability to focus attention intensely, accelerated rate of learning) and of asynchronous development

B. Characteristics

1. Knows the similarities and differences between various types of giftedness and the general student population as they relate to cognitive and social and emotional characteristics
2. Knows a variety of factors that may affect the development of gifted students including causes for underachievement and coexisting conditions and exceptionalities (e.g., ADHD, literacy disabilities, learning disabilities)

II. The Learning Environment of the Gifted

1. Understands the idiosyncratic and asynchronous academic, social, and emotional development of gifted learners
2. Knows how to adapt curriculum and resources and align instruction to meet unique needs of gifted learners

III. Instruction of Gifted Students

A. Planning

1. Can identify the major models for developing curriculum for gifted students
2. Knows how to use assessment data to differentiate

B. Instruction

1. Knows a variety of instructional strategies that promote depth, complexity, and metacognition in gifted students
2. Can identify instructional strategies that meet the needs of the profoundly gifted and gifted students with diverse cultural and linguistic needs

IV. Identification and Assessment of Gifted Students

1. Can identify commonly used qualitative and quantitative assessments and their uses and limitations in identifying and serving gifted students
2. Knows when to use alternative assessments, particularly among special populations
3. Knows basic processes for nominating and identifying gifted students using multiple criteria

[6] Description of the target candidate focuses on the knowledge/skills that differentiate a *just* from a *not quite* qualified candidate.

Description of the Target Candidate[7] (continued)

A target candidate …

V. Professionalism

A. Foundations

1. Knows the rationales, principles, and goals of gifted education in relation to major theories and philosophies

B. Collaboration, Leadership, and Professional Development

1. Knows strategies for identifying and evaluating information on professional and instructional trends and issues
2. Knows how to apply theory and research into instructional practices
3. Can identify the need for collaboration among all stakeholders to address and advocate for the academic, emotional, and social needs of gifted students

[7] Description of the target candidate focuses on the knowledge/skills that differentiate a *just* from a *not quite* qualified candidate.

APPENDIX D

FINAL EVALUATION RESULTS

Table D1

Final Evaluation

	Strongly agree		Agree		Disagree		Strongly disagree	
	N	*%*	*N*	*%*	*N*	*%*	*N*	*%*
• I understood the purpose of this study.	17	94%	1	6%	0	0%	0	0%
• The instructions and explanations provided by the facilitator were clear.	17	94%	1	6%	0	0%	0	0%
• The training in the standard-setting method was adequate to give me the information I needed to complete my assignment.	17	94%	1	6%	0	0%	0	0%
• The explanation of how the recommended passing score is computed was clear.	15	83%	3	17%	0	0%	0	0%
• The opportunity for feedback and discussion between rounds was helpful.	17	94%	1	6%	0	0%	0	0%
• The process of making the standard-setting judgments was easy to follow.	16	89%	2	11%	0	0%	0	0%

Table D1 (continued)

Final Evaluation

How influential was each of the following factors in guiding your standard-setting judgments?	**Very influential**		**Somewhat influential**		**Not influential**	
	N	***%***	***N***	***%***	***N***	***%***
• The description of the target candidate	17	94%	1	6%	0	0%
• The between-round discussions	9	50%	8	44%	1	6%
• The knowledge/skills required to answer each test item	13	72%	5	28%	0	0%
• The passing scores of other panel members	2	11%	14	78%	2	11%
• My own professional experience	9	50%	9	50%	0	0%

	Very comfortable		**Somewhat comfortable**		**Somewhat uncomfortable**		**Very uncomfortable**	
	N	***%***	***N***	***%***	***N***	***%***	***N***	***%***
• Overall, how comfortable are you with the panel's recommended passing score?	15	83%	3	17%	0	0%	0	0%

	Too low		**About right**		**Too high**	
	N	***%***	***N***	***%***	***N***	***%***
• Overall, the recommended passing score is:	0	0%	18	100%	0	0%

Listening. Learning. Leading.

Multistate Standard-Setting Technical Report

PRAXIS™ HEALTH AND PHYSICAL EDUCATION: CONTENT KNOWLEDGE (5857)

Licensure and Credentialing Research

ETS

Princeton, New Jersey

December 2013

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EXECUTIVE SUMMARY

To support the decision-making process of education agencies establishing a passing score (cut score) for the Praxis™ Health and Physical Education: Content Knowledge (5857) test, research staff from Educational Testing Service (ETS) designed and conducted a multistate standard-setting study.

PARTICIPATING STATES

Panelists from 11 states, Washington, DC, and Guam were recommended by their respective education agencies. The education agencies recommended panelists with (a) experience as either health and physical education teachers or college faculty who prepare health and physical education teachers and (b) familiarity with the knowledge and skills required of beginning health and physical education teachers.

RECOMMENDED PASSING SCORE

ETS provides a recommended passing score from the multistate standard-setting study to help education agencies determine an appropriate operational passing score. For the Praxis Health and Physical Education: Content Knowledge test, the recommended passing score is 74 out of a possible 110 raw-score points. The scaled score associated with a raw score of 74 is 160 on a 100–200 scale.

To support the decision-making process for education agencies establishing a passing score (cut score) for the Praxis™ Health and Physical Education: Content Knowledge (5857) test, research staff from ETS designed and conducted a multistate standard-setting study in November 2013 in Princeton, New Jersey. Education agencies[1] recommended panelists with (a) experience as either health and physical education teachers or college faculty who prepare health and physical education teachers and (b) familiarity with the knowledge and skills required of beginning health and physical education teachers. Eleven states, Washington, DC, and Guam (Table 1) were represented by 17 panelists. (See Appendix A for the names and affiliations of the panelists.)

Table 1
Participating Jurisdictions and Number of Panelists

Arkansas (2 panelists)	North Carolina (1 panelist)
Delaware (2 panelists)	Pennsylvania (1 panelist)
Guam (1 panelist)	Tennessee (1 panelist)
Kentucky (1 panelist)	Vermont (1 panelist)
Louisiana (1 panelist)	Virginia (2 panelists)
Nebraska (1 panelist)	Washington, DC (2 panelists)
Nevada (1 panelist)	

The following technical report contains three sections. The first section describes the content and format of the test. The second section describes the standard-setting processes and methods. The third section presents the results of the standard-setting study.

ETS provides a recommended passing score from the multistate standard-setting study to education agencies. In each jurisdiction, the department of education, the board of education, or a designated educator licensure board is responsible for establishing the operational passing score in accordance with applicable regulations. This study provides a recommended passing score, which represents the combined judgments of a group of experienced educators. Each jurisdiction may want to consider the recommended passing score but also other sources of information when setting the final Praxis Health and Physical Education: Content Knowledge passing score (see Geisinger & McCormick, 2010). A jurisdiction may accept the recommended passing score, adjust the score upward to reflect more stringent expectations, or adjust the score downward to reflect more lenient expectations. There is

[1] States and jurisdictions that currently use Praxis were invited to participate in the multistate standard-setting study.

no *correct* decision; the appropriateness of any adjustment may only be evaluated in terms of its meeting the jurisdiction's needs.

Two sources of information to consider when setting the passing score are the standard error of measurement (SEM) and the standard error of judgment (SEJ). The former addresses the reliability of the Praxis Health and Physical Education: Content Knowledge test score and the latter, the reliability of panelists' passing-score recommendation. The SEM allows a jurisdiction to recognize that any test score on any standardized test—including a Praxis Health and Physical Education: Content Knowledge test score—is not perfectly reliable. A test score only *approximates* what a candidate truly knows or truly can do on the test. The SEM, therefore, addresses the question: How close of an approximation is the test score to the *true* score? The SEJ allows a jurisdiction to gauge the likelihood that the recommended passing score from the current panel would be similar to the passing scores recommended by other panels of experts similar in composition and experience. The smaller the SEJ, the more likely that another panel would recommend a passing score consistent with the recommended passing score. The larger the SEJ, the less likely the recommended passing score would be reproduced by another panel.

In addition to measurement error metrics (e.g., SEM, SEJ), each jurisdiction should consider the likelihood of classification errors. That is, when adjusting a passing score, policymakers should consider whether it is more important to minimize a false-positive decision or to minimize a false-negative decision. A false-positive decision occurs when a candidate's test score suggests that he should receive a license/certificate, but his actual level of knowledge/skills indicates otherwise (i.e., the candidate does not possess the required knowledge/skills). A false-negative decision occurs when a candidate's test score suggests that she should not receive a license/certificate, but she actually does possess the required knowledge/skills. The jurisdiction needs to consider which decision error is more important to minimize.

OVERVIEW OF THE PRAXIS HEALTH AND PHYSICAL EDUCATION: CONTENT KNOWLEDGE TEST

The Praxis Health and Physical Education: Content Knowledge *Test at a Glance* document (ETS, in press) describes the purpose and structure of the test. In brief, the test measures whether entry-level health and physical education teachers have the knowledge/skills believed necessary for competent professional practice.

The two-hour-and-ten-minute test contains 130 selected-response items[2] covering five content areas: *Health Education as a Discipline/Health Instruction* (approximately 26 items), *Health Education Content* (approximately 32 items), *Content Knowledge and Student Growth and Development* (approximately 22 items), *Management, Motivation, and Communication/Collaboration, Reflection, and Technology* (approximately 29 items), *and Planning, Instruction, and Student Assessment* (approximately 21 items).[3] The reporting scale for the Praxis Health and Physical Education: Content Knowledge test ranges from 100 to 200 scaled-score points.

PROCESSES AND METHODS

The design of the standard-setting study included an expert panel. Before the study, panelists received an email explaining the purpose of the standard-setting study and requesting that they review the content specifications for the test. This review helped familiarize the panelists with the general structure and content of the test.

The standard-setting study began with a welcome and introduction by the meeting facilitator. The facilitator described the test, provided an overview of standard setting, and presented the agenda for the study. Appendix B shows the agenda for the panel meeting.

[2] Twenty of the 130 selected-response items are pretest items and do not contribute to a candidate's score.
[3] The number of items for each content area may vary slightly from form to form of the test.

Reviewing the Test

The standard-setting panelists first reviewed the test and then discussed it. This discussion helped bring the panelists to a shared understanding of what the test does and does not cover, which serves to reduce potential judgment errors later in the standard-setting process.

The test discussion covered the major content areas being addressed by the test. Panelists were asked to remark on any content areas that would be particularly challenging for entry-level teachers or areas that address content particularly important for entry-level teachers.

Defining the Target Candidate

Following the review of the test, panelists described the target candidate. The *target candidate description* plays a central role in standard setting (Perie, 2008); the goal of the standard-setting process is to identify the test score that aligns with this description.

The panel created a description of the target candidate —the knowledge/skills that differentiate a *just* from a *not quite* qualified candidate. To create this description, the panel first split into smaller groups to consider the target candidate. The full panel then reconvened and, through whole-group discussion, determined the description of the target candidate to use for the remainder of the study.

The written description of the target candidate summarized the panel discussion in a bulleted format. The description was not intended to describe all the knowledge and skills of the target candidate but only highlight those that differentiate a *just* qualified candidate from a *not quite* qualified candidate. The written description was distributed to panelists to use during later phases of the study (see Appendix C for the target candidate description).

PANELISTS' JUDGMENTS

The standard-setting process for the Praxis Health and Physical Education: Content Knowledge test was a probability-based Modified Angoff method (Brandon, 2004; Hambleton & Pitoniak, 2006). In this study, each panelist judged each item on the likelihood (probability or chance) that the target candidate would answer the item correctly. Panelists made their judgments using the following rating scale: 0, .05, .10, .20, .30, .40, .50, .60, .70, .80, .90, .95, 1. The lower the value, the less likely it is that the target candidate would answer the item correctly because the item is difficult for the target candidate. The higher the value, the more likely it is that the target candidate would answer the item correctly.

Panelists were asked to approach the judgment process in two stages. First, they reviewed both the description of the target candidate and the item and decided if, overall, the item would be difficult for the target candidate, easy for the target candidate or moderately difficult/easy. The facilitator encouraged the panelists to consider the following rules of thumb to guide their decision:

- Difficult items for the target candidate are in the 0 to .30 range.
- Moderately difficult/easy items for the target candidate are in the .40 to .60 range.
- Easy items for the target candidate are in the .70 to 1 range.

Next, panelists decided how to refine their judgment within the range. For example, if a panelist thought that an item would be easy for the target candidate, the initial decision located the item in the .70 to 1 range. The second decision for the panelist was to decide if the likelihood of answering it correctly is .70, .80, .90, .95 or 1.

After the training, panelists made practice judgments and discussed those judgments and their rationale. All panelists completed a post-training survey to confirm that they had received adequate training and felt prepared to continue; the standard-setting process continued only if all panelists confirmed their readiness.

Following this first round of judgments (*Round 1*), item-level feedback was provided to the panel. The panelists' judgments were displayed for each item and summarized across panelists. Items were highlighted to show when panelists converged in their judgments (at least two-thirds of the panelists located an item in the same difficulty range) or diverged in their judgments.

The panelists discussed their item-level judgments. These discussions helped panelists maintain a shared understanding of the knowledge/skills of the target candidate and helped to clarify aspects of items that might not have been clear to all panelists during the Round 1 judgments. The purpose of the discussion was not to encourage panelists to conform to another's judgment, but to understand the different relevant perspectives among the panelists.

In Round 2, panelists discussed their Round 1 judgments and were encouraged by the facilitator (a) to share the rationales for their judgments and (b) to consider their judgments in light of the rationales provided by the other panelists. Panelists recorded their Round 2 judgments only for items when they wished to change a Round 1 judgment. Panelists final judgments for the study, therefore, consist of their Round 1 judgments and any adjusted judgments made during Round 2.

RESULTS

EXPERT PANELS

Table 2 presents a summary of the panelists' demographic information. The panel included 17 educators representing 11 states, Washington, DC, and Guam . (See Appendix A for a listing of panelists.) Ten panelists were teachers, five were college faculty, and two were administrators or department heads. All of the faculty members' job responsibilities included the training of health and physical education teachers.

Table 2

Panel Member Demographics

	N	*%*
Current position		
Teacher	10	59%
Administrator/Department Head	2	12%
College Faculty	5	29%
Race		
White	14	82%
Black or African American	2	12%
Native Hawaiian or Other Pacific Islander	1	6%
Gender		
Female	14	82%
Male	3	18%
Are you currently certified to teach this subject in your state?		
Yes	15	88%
No	2	12%
Are you currently teaching this subject in your state?		
Yes	16	94%
No	1	6%
Are you currently supervising or mentoring other teachers of this subject?		
Yes	9	53%
No	8	47%
At what K–12 grade level are you currently teaching this subject?		
Elementary (K–5 or K–6)	5	29%
Middle School (6–8 or 7–9)	2	12%
High School (9–12 or 10–12)	3	18%
Not currently teaching at the K–12 level	7	41%

Table 2 (continued)
Panel Member Demographics

	N	*%*
Including this year, how many years of experience do you have teaching this subject?		
3 years or less	0	0%
4–7 years	9	53%
8–11 years	3	18%
12–15 years	1	6%
16 years or more	4	24%
Which best describes the location of your K–12 school?		
Urban	5	29%
Suburban	4	24%
Rural	3	18%
Not currently working at the K–12 level	5	29%
If you are college faculty, are you currently involved in the training/preparation of teacher candidates in this subject?		
Yes	5	29%
No	0	0%
Not college faculty	12	71%

STANDARD-SETTING JUDGMENTS

Table 3 summarizes the standard-setting judgments of panelists. The table shows the passing scores—the number of raw points needed to pass the test—recommended by each panelist.

Table 3 also includes estimate of the measurement error associated with the judgments: the standard deviation of the mean and the standard error of judgment (SEJ). The SEJ is one way of estimating the reliability or consistency of a panel's standard-setting judgments.[4] It indicates how likely it would be for several other panels of educators similar in makeup, experience, and standard-setting training to the current panel to recommend the same passing score on the same form of the test.

Round 1 judgments are made without discussion among the panelists. The most variability in judgments, therefore, is typically present in the first round. Round 2 judgments, however, are informed by panel discussion; thus, it is common to see a decrease both in the standard deviation and SEJ. This

[4] An SEJ assumes that panelists are randomly selected and that standard-setting judgments are independent. It is seldom the case that panelists are randomly sampled, and only the first round of judgments may be considered independent. The SEJ, therefore, likely underestimates the uncertainty of passing scores (Tannenbaum & Katz, 2013).

decrease — indicating convergence among the panelists' judgments — was observed (see Table 3). The Round 2 average score is the panel's recommended passing score.

Table 3

Passing Score Summary by Round of Judgments

Panelist	Round 1	Round 2
1	77.70	75.10
2	81.80	81.20
3	66.20	66.00
4	70.00	69.60
5	66.85	67.55
6	70.30	70.45
7	73.65	77.30
8	66.15	67.65
9	67.60	69.10
10	66.20	66.50
11	72.90	70.90
12	85.00	84.40
13	67.60	67.60
14	81.70	82.40
15	70.35	71.15
16	72.90	72.40
17	84.75	82.60
Average	73.04	73.05
Lowest	66.15	66.00
Highest	85.00	84.40
SD	6.69	6.23
SEJ	1.62	1.51

The panel's passing score recommendation for the Praxis Health and Physical Education: Content Knowledge test is 73.05 (out of a possible 110 raw-score points). The value was rounded to the next highest whole number, 74, to determine the functional recommended passing score. The scaled score associated with 74 raw points is 160.

Table 4 presents the estimated conditional standard error of measurement (CSEM) around the recommended passing score. A standard error represents the uncertainty associated with a test score. The scaled scores associated with one and two CSEMs above and below the recommended passing score are provided. The conditional standard error of measurement provided is an estimate.

Table 4

Passing Scores Within 1 and 2 CSEMs of the Recommended Passing Score[5]

Recommended passing score (CSEM)		Scale score equivalent
74 (4.94)		160
-2 CSEMs	65	149
-1 CSEM	70	155
+ 1 CSEM	79	167
+ 2 CSEMs	84	173

***Note*. CSEM = conditional standard error of measurement.**

FINAL EVALUATIONS

The panelists completed an evaluation at the conclusion of their standard-setting study. The evaluation asked the panelists to provide feedback about the quality of the standard-setting implementation and the factors that influenced their decisions. The responses to the evaluation provided evidence of the validity of the standard-setting process, and, as a result, evidence of the reasonableness of the recommended passing score.

Panelists were also shown the panel's recommended passing score and asked (a) how comfortable they are with the recommended passing score and (b) if they think the score was too high, too low, or about right. A summary of the final evaluation results is presented in Appendix D.

All panelists *strongly agreed* that they understood the purpose of the study. All of the panelists *strongly agreed* or *agreed* that the facilitator's instructions and explanations were clear and that they were prepared to make their standard-setting judgments. All panelists *strongly agreed* or *agreed* that the standard-setting process was easy to follow.

Fifteen of the 17 panelists indicated they were at least *somewhat comfortable* with the passing score they recommended, one panelist was *somewhat uncomfortable*, and one was *very uncomfortable*. Fifteen of the 17 panelists indicated the recommended passing score was *about right* with the remaining two panelists indicating that the passing score was *too low*.

[5] The unrounded CSEM value is added to or subtracted from the rounded passing-score recommendation. The resulting values are rounded up to the next-highest whole number and the rounded values are converted to scaled scores.

SUMMARY

To support the decision-making process for education agencies establishing a passing score (cut score) for the Praxis Health and Physical Education: Content Knowledge test, research staff from ETS designed and conducted a multistate standard-setting study.

ETS provides a recommended passing score from the multistate standard-setting study to help education agencies determine an appropriate operational passing score. For the Praxis Health and Physical Education: Content Knowledge test, the recommended passing score is 74 out of a possible 110 raw-score points. The scaled score associated with a raw score of 74 is 160 on a 100–200 scale.

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APPENDIX A

PANELISTS' NAMES & AFFILIATIONS

Participating Panelists With Affiliations

Panelist	**Affiliation**
Lacey Batt	Westside Community Schools (NE)
Kimberly Blackwell	Hampton University (VA)
Christy Buchanan	Harrisburg School District-Harrisburg Elementary School (AR)
Bettyann Creighton	School District of Philadelphia (PA)
Jasa Ellis	Morehead City Middle School (NC)
Mary Beth French	Christina School District (DE)
Cody Hinton	University of Louisville (KY)
John Hoover	Capital School District (DE)
Caroline Hunt	District of Columbia Public Schools (DC)
Deborah K. Johnson	Howard University (DC)
Shannon La Neve	Clark County School District (NV)
Cathy Lirgg	University of Arkansas (AR)
Juliet Moore	John F. Kennedy High School and University of Guam (GU)
Micah Nicholson	Northwestern State University Elementary Lab School (LA)
Katherine P. Pebworth	Lincoln Memorial University (TN)
Terry Seal	Frederick County Public Schools (VA)
Julie Sloan	Mt. Mansfield Union High School (VT)

APPENDIX B

STUDY AGENDA

AGENDA

Praxis Health and Physical Education: Content Knowledge (5857) Standard-Setting Study

Day 1

Welcome and Introduction

Overview of Standard Setting and the Praxis Health and Physical Education: Content Knowledge Test

Review the Praxis Health and Physical Education: Content Knowledge Test

Discuss the Praxis Health and Physical Education: Content Knowledge Test

Lunch

Define the Knowledge/Skills of a Target Candidate

Break

Standard-Setting Training

Round 1 Standard Setting Judgments

Collect Materials; End of Day 1

Day 2

Overview of Day 2

Round 1 Feedback and Round 2 Judgments

Lunch

Feedback on Round 2 Recommended Cut Score

Complete Final Evaluation

Collect Materials; End of Study

APPENDIX C

TARGET CANDIDATE DESCRIPTION

Description of the Target Candidate[6]

A target candidate …

Health Education

I. Health Education as a Discipline/Health Instruction

A. Health Education as a Discipline

1. Knows how to access information from valid and reliable databases regarding legal and ethical practices, professional organizations, and effective communication
2. Knows stages of growth and development as it relates to appropriate instruction

B. Health Instruction

1. Knows how to assess student learning and the individual learning needs of diverse groups through the reflective teaching process
2. Understands how to plan for instruction while using performance-based objectives aligned to national, state, and district standards
3. Knows how to implement and manage instruction while using performance-based objectives aligned to national, state, and district standards

II. Health Education Content

A. Health Promotion and Prevention of Injury and Disease

1. Understands positive and negative behaviors that can affect health or safety and ways to reduce and prevent health risks through nutrition, stress management, and coping skills
2. Knows care for common injuries and sudden illnesses (e.g., first aid, CPR, AED use, and 911 and emergency services)
3. Understands basic concepts of physical fitness and health-related fitness (e.g., body composition, cardiorespiratory endurance, flexibility, muscular strength and endurance, and FITT) in relation to anatomy, physiology, and body system interrelationships
4. Knows prevention practices, treatment, and management of communicable and non-communicable diseases (e.g., infectious, congenital, hereditary, and lifestyle)
5. Knows the basic effects of substance use and abuse (e.g., physiological, psychological, legal, and societal)

B. Healthy Relationships/Mental and Emotional Health

1. Understands skills that promote healthy interactions (e.g., interpersonal communication, conflict resolution, assertiveness, and refusal skills)
2. Knows concepts and issues related to human sexuality
3. Can identify symptoms, causes, and effects of common mental and emotional health issues, prevention strategies, and support services

[6] Description of the target candidate focuses on the knowledge/skills that differentiate a *just* from a *not quite* qualified candidate.

Description of the Target Candidate[7] (continued)

A target candidate …

C. Community Health and Advocacy

1. Knows valid sources of health information, products, and services as it relates to consumer health issues (health literacy)
2. Can identify opportunities available for health education advocacy

Physical Education

III. Content Knowledge and Student Growth and Development

A. Core Concepts

1. Knows how the basic sciences (e.g., exercise physiology, anatomy and physiology, biomechanics, kinesiology, etc.) relate to movement concepts and motor skills
2. Knows the skills, rules, strategies, sequences and performance assessment techniques for a variety of sports, physical activities, and physical fitness
3. Knows liability and legal considerations pertaining to the use of equipment, class organization, supervision, and program selection

B. Student Growth and Development

1. Understands sequential and developmentally appropriate practices to refine motor skills and movement patterns through monitoring individual performance

IV. Management, Motivation, and Communication/Collaboration, Reflection, and Technology

A. Management and Motivation

1. Understands basic classroom management practices and psychological and social factors as it relates to participation, performance, and positive relationships to promote an effective learning environment

B. Communication

1. Understands verbal and nonverbal communication of classroom management and instructional information in a variety of settings
2. Knows specific and appropriate instructional feedback in skill acquisition, student learning, and motivation

C. Collaboration

1. Knows to collaborate and integrate knowledge and skills from multiple subject areas into physical education

D. Reflection

1. Knows how to use available resources to develop and grow as a reflective professional to facilitate change in teacher performance, student learning, instructional goals, and decisions

E. Technology

1. Knows appropriate use of technology to instruct, assess and develop student learning activities

[7] Description of the target candidate focuses on the knowledge/skills that differentiate a *just* from a *not quite* qualified candidate.

Description of the Target Candidate[8] (continued)

A target candidate …

V. Planning, Instruction, and Student Assessment

A. Planning and Instruction

1. Understands the development of sequential units and lesson plans based on standards, program and instructional goals
2. Understands appropriate instructional strategies (e.g., cues, feedback, demonstrations) based on student needs, equipment, facilities and safety concerns

B. Student Assessment

1. Understands appropriate use of assessment methods (e.g., formative, summative, authentic, portfolio) for all students including individuals with disabilities

[8] Description of the target candidate focuses on the knowledge/skills that differentiate a *just* from a *not quite* qualified candidate.

APPENDIX D

FINAL EVALUATION RESULTS

Table D1

Final Evaluation

	Strongly agree		Agree		Disagree		Strongly disagree	
	N	*%*	*N*	*%*	*N*	*%*	*N*	*%*
• I understood the purpose of this study.	17	100%	0	0%	0	0%	0	0%
• The instructions and explanations provided by the facilitator were clear.	15	88%	2	12%	0	0%	0	0%
• The training in the standard-setting method was adequate to give me the information I needed to complete my assignment.	16	94%	1	6%	0	0%	0	0%
• The explanation of how the recommended passing score is computed was clear.	16	94%	1	6%	0	0%	0	0%
• The opportunity for feedback and discussion between rounds was helpful.	17	100%	0	0%	0	0%	0	0%
• The process of making the standard-setting judgments was easy to follow.	14	82%	3	18%	0	0%	0	0%

Table D1 (continued)

Final Evaluation

How influential was each of the following factors in guiding your standard-setting judgments?	Very influential		Somewhat influential		Not influential	
	N	*%*	*N*	*%*	*N*	*%*
• The description of the target candidate	14	82%	3	18%	0	0%
• The between-round discussions	10	59%	7	41%	0	0%
• The knowledge/skills required to answer each test item	13	76%	4	24%	0	0%
• The passing scores of other panel members	5	29%	11	65%	1	6%
• My own professional experience	10	59%	6	35%	1	6%

	Very comfortable		Somewhat comfortable		Somewhat uncomfortable		Very uncomfortable	
	N	*%*	*N*	*%*	*N*	*%*	*N*	*%*
• Overall, how comfortable are you with the panel's recommended passing score?	12	71%	3	18%	1	6%	1	6%

	Too low		About right		Too high	
	N	*%*	*N*	*%*	*N*	*%*
• Overall, the recommended passing score is:	2	12%	15	88%	0	0%

Listening. Learning. Leading.

Multistate Standard-Setting Technical Report

PRAXIS™ SCHOOL PSYCHOLOGIST (5402)

Licensure and Credentialing Research

ETS

Princeton, New Jersey

November 2013

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EXECUTIVE SUMMARY

To support the decision-making process of the National Association of School Psychologists (NASP) and state education agencies establishing a passing score (cut score) for the Praxis™ School Psychologist (5402) test, research staff from Educational Testing Service (ETS) designed and conducted a multistate standard-setting study.

PARTICIPATING STATES

Panelists from 16 states were recommended by NASP. NASP recommended panelists with (a) experience as either school psychologists or college faculty who prepare school psychologists and (b) familiarity with the knowledge and skills required of beginning school psychologists.

RECOMMENDED PASSING SCORE

ETS provides a recommended passing score from the multistate standard-setting study to help NASP and state education agencies determine an appropriate operational passing score. For the Praxis School Psychologist test, the recommended passing score is 64 out of a possible 110 raw-score points. The scaled score associated with a raw score of 64 is 147 on a 100–200 scale.

To support the decision-making process of the National Association of School Psychologists (NASP) and state education agencies establishing a passing score (cut score) for the Praxis™ School Psychologist (5402) test, research staff from ETS designed and conducted a multistate standard-setting study in November 2013 in Princeton, New Jersey. NASP recommended panelists with (a) experience as either school psychologists or college faculty who prepare school psychologists and (b) familiarity with the knowledge and skills required of beginning school psychologists. Sixteen states (Table 1) were represented by 17 panelists. (See Appendix A for the names and affiliations of the panelists.)

Table 1
State Representation* (*and Number of Panelists)

Alabama (1 panelist)	New Mexico (1 panelist)
Kentucky (1 panelist)	North Carolina (2 panelists)
Maryland (1 panelist)	North Dakota (1 panelist)
Massachusetts (1panelist)	Pennsylvania (1 panelist)
Mississippi (1 panelist)	Tennessee (1 panelist)
Missouri (1 panelist)	Texas (1 panelist)
Minnesota (1 panelist)	Utah (1 panelist)
New Jersey (1 panelist)	Vermont (1 panelist)

The following technical report contains three sections. The first section describes the content and format of the test. The second section describes the standard-setting processes and methods. The third section presents the results of the standard-setting study.

ETS provides a recommended passing score from the multistate standard-setting study. Licensure/certification agencies are responsible for establishing the operational passing score for national or state certification. This study provides a recommended passing score, which represents the combined judgments of a group of experienced educators. Licensure/certification agencies may want to consider the recommended passing score but also other sources of information when setting the final Praxis School Psychologist passing score (see Geisinger & McCormick, 2010). The recommended passing score can be accepted, adjusted upward to reflect more stringent expectations, or adjusted downward to reflect more lenient expectations. There is no *correct* decision; the appropriateness of any adjustment may only be evaluated in terms of the licensure/certification agencies' needs.

Two sources of information to consider when setting the passing score are the standard error of measurement (SEM) and the standard error of judgment (SEJ). The former addresses the reliability of the Praxis School Psychologist test score and the latter, the reliability of panelists' passing-score recommendation. The SEM allows licensure/certification agencies to recognize that any test score on any standardized test—including a Praxis School Psychologist test score—is not perfectly reliable. A test score only *approximates* what a candidate truly knows or truly can do on the test. The SEM, therefore, addresses the question: How close of an approximation is the test score to the *true* score? The SEJ allows licensure/certification agencies to gauge the likelihood that the recommended passing score from the current panel would be similar to the passing scores recommended by other panels of experts similar in composition and experience. The smaller the SEJ, the more likely that another panel would recommend a passing score consistent with the recommended passing score. The larger the SEJ, the less likely the recommended passing score would be reproduced by another panel.

In addition to measurement error metrics (e.g., SEM, SEJ), licensure/certification agencies should consider the likelihood of classification errors. That is, when adjusting a passing score, policymakers should consider whether it is more important to minimize a false-positive decision or to minimize a false-negative decision. A false-positive decision occurs when a candidate's test score suggests that he should receive a license/certificate, but his actual level of knowledge/skills indicates otherwise (i.e., the candidate does not possess the required knowledge/skills). A false-negative decision occurs when a candidate's test score suggests that she should not receive a license/certificate, but she actually does possess the required knowledge/skills. Licensure/certification agencies need to consider which decision error is more important to minimize.

OVERVIEW OF THE PRAXIS SCHOOL PSYCHOLOGIST TEST

The Praxis School Psychologist *Test at a Glance* document (ETS, in press) describes the purpose and structure of the test. In brief, the test measures whether entry-level school psychologists have the knowledge/skills believed necessary for competent professional practice.

The 2-hours-and-20-minute test contains 140 selected-response items[1] covering four content areas: *Professional Practices, Practices that Permeate All Aspects of Service and Delivery* (approximately 42 items), *Direct and Indirect Services for Children, Families, and Schools (Student-Level Services)* (approximately 32 items), *Systems-Level Services* (approximately 22 items), and *Foundations of School Psychological Service Delivery* (approximately 44 items).[2] The reporting scale for the Praxis School Psychologist test ranges from 100 to 200 scaled-score points.

PROCESSES AND METHODS

The design of the standard-setting study included an expert panel. Before the study, panelists received an email explaining the purpose of the standard-setting study and requesting that they review the content specifications for the test. This review helped familiarize the panelists with the general structure and content of the test.

The standard-setting study began with a welcome and introduction by the meeting facilitator. The facilitator described the test, provided an overview of standard setting, and presented the agenda for the study. Appendix B shows the agenda for the panel meeting.

REVIEWING THE TEST

The standard-setting panelists first took the test and then discussed it. This discussion helped bring the panelists to a shared understanding of what the test does and does not cover, which serves to reduce potential judgment errors later in the standard-setting process.

[1] Thirty of the 140 selected-response items are pretest items and do not contribute to a candidate's score.
[2] The number of items for each content area may vary slightly from form to form of the test.

The test discussion covered the major content areas being addressed by the test. Panelists were asked to remark on any content areas that would be particularly challenging for entry-level school psychologists or areas that address content particularly important for entry-level school psychologists.

Defining the Target Candidate

Following the review of the test, panelists described the target candidate. The *target candidate description* plays a central role in standard setting (Perie, 2008); the goal of the standard-setting process is to identify the test score that aligns with this description.

The panel created a description of the target candidate —the knowledge/skills that differentiate a *just* from a *not quite* qualified candidate. To create this description, the panel first split into smaller groups to consider the target candidate. The full panel then reconvened and, through whole-group discussion, determined the description of the target candidate to use for the remainder of the study.

The written description of the target candidate summarized the panel discussion in a bulleted format. The description was not intended to describe all the knowledge and skills of the target candidate but only highlight those that differentiate a *just* qualified candidate from a *not quite* qualified candidate. The written description was distributed to panelists to use during later phases of the study (see Appendix C for the target candidate description).

Panelists' Judgments

The standard-setting process for the Praxis School Psychologist test was a probability-based Modified Angoff method (Brandon, 2004; Hambleton & Pitoniak, 2006). In this study, each panelist judged each item on the likelihood (probability or chance) that the target candidate would answer the item correctly. Panelists made their judgments using the following rating scale: 0, .05, .10, .20, .30, .40, .50, .60, .70, .80, .90, .95, 1. The lower the value, the less likely it is that the target candidate would answer the item correctly because the item is difficult for the target candidate. The higher the value, the more likely it is that the target candidate would answer the item correctly.

Panelists were asked to approach the judgment process in two stages. First, they reviewed both the description of the target candidate and the item and decided if, overall, the item would be difficult for the target candidate, easy for the target candidate or moderately difficult/easy. The facilitator encouraged the panelists to consider the following rules of thumb to guide their decision:

- Difficult items for the target candidate are in the 0 to .30 range.
- Moderately difficult/easy items for the target candidate are in the .40 to .60 range.
- Easy items for the target candidate are in the .70 to 1 range.

Next, panelists decided how to refine their judgment within the range. For example, if a panelist thought that an item would be easy for the target candidate, the initial decision located the item in the .70 to 1 range. The second decision for the panelist was to decide if the likelihood of answering it correctly is .70, .80, .90, .95 or 1.

After the training, panelists made practice judgments and discussed those judgments and their rationale. All panelists completed a post-training survey to confirm that they had received adequate training and felt prepared to continue; the standard-setting process continued only if all panelists confirmed their readiness.

Following this first round of judgments (*Round 1*), item-level feedback was provided to the panel. The panelists' judgments were displayed for each item and summarized across panelists. Items were highlighted to show when panelists converged in their judgments (at least two-thirds of the panelists located an item in the same difficulty range) or diverged in their judgments.

The panelists discussed their item-level judgments. These discussions helped panelists maintain a shared understanding of the knowledge/skills of the target candidate and helped to clarify aspects of items that might not have been clear to all panelists during the Round 1 judgments. The purpose of the discussion was not to encourage panelists to conform to another's judgment, but to understand the different relevant perspectives among the panelists.

In Round 2, panelists discussed their Round 1 judgments and were encouraged by the facilitator (a) to share the rationales for their judgments and (b) to consider their judgments in light of the rationales provided by the other panelists. Panelists recorded their Round 2 judgments only for items when they wished to change a Round 1 judgment. Panelists final judgments for the study, therefore, consist of their Round 1 judgments and any adjusted judgments made during Round 2.

RESULTS

EXPERT PANELS

Table 2 presents a summary of the panelists' demographic information. Ten panelists were school psychologists and seven were college faculty. All of the faculty members' job responsibilities included the training of school psychologists. (See Appendix A for a listing of panelists.)

Table 2
Panel Member Demographics

	N	*%*
Current position		
School Psychologist	10	59%
College Faculty	7	41%
Race		
White	15	88%
Black or African American	1	6%
Hispanic or Latino	1	6%
Gender		
Female	12	71%
Male	5	29%
Are you currently either a Nationally Certified School Psychologist (NCSP) or certified as a school psychologist in your state?		
Yes, I have both certifications	10	59%
Yes, I am a NCSP	0	0%
Yes, I am certified by my state	6	35%
No	1	6%
Are you currently serving as a school psychologist in your state?		
Yes	14	82%
No	3	18%
Are you currently supervising or mentoring other school psychologists?		
Yes	10	59%
No	7	41%

Table 2 (continued)
Panel Member Demographics

	N	*%*
To what K-12 grade level are you currently assigned?		
Elementary (K–5 or K–6)	3	18%
Middle and High school	2	12%
All Grades	5	29%
Not currently teaching at the K–12 level	7	41%
Including this year, how many years of experience do you have as a school psychologist?		
3 years or less	0	0%
4–7 years	6	35%
8–11 years	3	18%
12–15 years	0	0%
16 years or more	8	47%
Which best describes the location of your K–12 school?		
Urban	4	24%
Suburban	3	18%
Rural	3	18%
Not currently working at the K–12 level	7	41%
If you are college faculty, are you currently involved in the training/preparation of school psychologists?		
Yes	7	41%
No	0	0%
Not college faculty	10	59%

STANDARD-SETTING JUDGMENTS

Table 3 summarizes the standard-setting judgments of panelists. The table shows the passing scores—the number of raw points needed to pass the test—recommended by each panelist.

Table 3 also includes estimate of the measurement error associated with the judgments: the standard deviation of the mean and the standard error of judgment (SEJ). The SEJ is one way of estimating the reliability or consistency of a panel's standard-setting judgments.[3] It indicates how likely

[3] An SEJ assumes that panelists are randomly selected and that standard-setting judgments are independent. It is seldom the case that panelists are randomly sampled, and only the first round of judgments may be considered independent. The SEJ, therefore, likely underestimates the uncertainty of passing scores (Tannenbaum & Katz, 2013).

it would be for several other panels of educators similar in makeup, experience, and standard-setting training to the current panel to recommend the same passing score on the same form of the test.

Round 1 judgments are made without discussion among the panelists. The most variability in judgments, therefore, is typically present in the first round. Round 2 judgments, however, are informed by panel discussion; thus, it is common to see a decrease both in the standard deviation and SEJ. This decrease — indicating convergence among the panelists' judgments — was observed (see Table 3). The Round 2 average score is the panel's recommended passing score.

Table 3

Passing Score Summary by Round of Judgments

Panelist	Round 1	Round 2
1	63.45	64.95
2	52.30	52.10
3	70.75	67.35
4	70.90	69.05
5	64.35	64.15
6	69.30	70.05
7	72.90	68.60
8	64.95	62.40
9	81.50	79.55
10	55.10	56.50
11	62.70	64.00
12	69.85	70.25
13	64.40	64.80
14	45.60	45.25
15	58.95	57.40
16	61.55	63.75
17	62.20	64.80
Average	64.16	63.82
Lowest	45.60	45.25
Highest	81.50	79.55
SD	8.42	7.80
SEJ	2.04	1.89

The panel's passing score recommendation for the Praxis School Psychologist test is 63.82 (out of a possible 110 raw-score points). The value was rounded to the next highest whole number, 64, to determine the functional recommended passing score. The scaled score associated with 64 raw points is 147.

Table 4 presents the estimated conditional standard error of measurement (CSEM) around the recommended passing score. A standard error represents the uncertainty associated with a test score. The scaled scores associated with one and two CSEMs above and below the recommended passing score are provided. The conditional standard error of measurement provided is an estimate.

Table 4

Passing Scores Within 1 and 2 CSEMs of the Recommended Passing Score[4]

Recommended passing score (CSEM)		Scale score equivalent
64 (5.20)		147
-2 CSEMs	54	134
-1 CSEM	59	141
+ 1 CSEM	70	155
+ 2 CSEMs	75	162

***Note*. CSEM = conditional standard error of measurement.**

FINAL EVALUATIONS

The panelists completed an evaluation at the conclusion of their standard-setting study. The evaluation asked the panelists to provide feedback about the quality of the standard-setting implementation and the factors that influenced their decisions. The responses to the evaluation provided evidence of the validity of the standard-setting process, and, as a result, evidence of the reasonableness of the recommended passing score.

Panelists were also shown the panel's recommended passing score and asked (a) how comfortable they are with the recommended passing score and (b) if they think the score was too high, too low, or about right. A summary of the final evaluation results is presented in Appendix D.

[4] The unrounded CSEM value is added to or subtracted from the rounded passing-score recommendation. The resulting values are rounded up to the next-highest whole number and the rounded values are converted to scaled scores.

All panelists *strongly agreed* or *agreed* that they understood the purpose of the study and that the facilitator's instructions and explanations were clear. All panelists *strongly agreed* or *agreed* that they were prepared to make their standard-setting judgments and that the standard-setting process was easy to follow.

All of the panelists indicated they were at least *somewhat comfortable* with the passing score they recommended. Fourteen of the 17 panelists indicated the recommended passing score was *about right* while the remaining panelists indicated that the passing score was *too low*.

SUMMARY

To support the decision-making process of the National Association of School Psychologists (NASP) and state education agencies establishing a passing score (cut score) for the Praxis School Psychologist test, research staff from ETS designed and conducted a multistate standard-setting study.

ETS provides a recommended passing score from the multistate standard-setting study to help NASP and state education agencies determine an appropriate operational passing score. For the Praxis School Psychologist test, the recommended passing score is 64 out of a possible 110 raw-score points. The scaled score associated with a raw score of 64 is 147 on a 100–200 scale.

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APPENDIX A

PANELISTS' NAMES & AFFILIATIONS

Participating Panelists With Affiliations*

Panelist	**Affiliation**
Rhonda Armistead	Charlotte-Mecklenburg Schools (NC)
Paul Baker	Martin County School System (KY)
Kelly Burress	North Kansas City Schools (MO)
Ashley Fromson	Rutherford County Schools (NC)
Laurie Klose	Texas State University (TX)
Seth Marshall	Middle Tennessee State University (TN)
Charcelor McCullum	Pascagoula School District (MS)
Daniel Olympia	University of Utah (UT)
Melissa Pearrow	University of Massachusetts Boston (MA)
Deborah Phares	Tuscaloosa City Board of Education (AL)
Terese Schaefer	West Fargo Public Schools (ND)
Enedina Vázquez	New Mexico State University (NM)
Tamara Waters-Wheeler	Morton Sioux SPED Unit (ND)
Barbara Bole Williams	Rowan University (NJ)
Katherine Wisse	Chittenden South Supervisory Union (VT)
Jennifer Zabel	Prince George's County Public Schools (MD)

*One panelist did not wish to be listed in the final report.

APPENDIX B

STUDY AGENDA

AGENDA

Praxis School Psychologist (5402)
Standard-Setting Study

Day 1

Welcome and Introduction

Overview of Standard Setting and the Praxis School Psychologist Test

Review the Praxis School Psychologist Test

Discuss the Praxis School Psychologist Test

Lunch

Define the Knowledge/Skills of a Target Candidate

Break

Standard-Setting Training

Round 1 Standard Setting Judgments

Collect Materials; End of Day 1

Day 2

Overview of Day 2

Round 1 Feedback and Round 2 Judgments

Lunch

Feedback on Round 2 Recommended Cut Score

Complete Final Evaluation

Collect Materials; End of Study

APPENDIX C

TARGET CANDIDATE DESCRIPTION

Description of the Target Candidate[5]

A target candidate …

I. Professional Practices, Practices that Permeate All Aspects of Service and Delivery

A. Data-Based Decision Making and Accountability

1. Problem identification
   - Understands how to systematically collect and use data from multiple sources to identify problems (e.g. interviews, observations, review of background info and review screening results)
2. Assessment and problem analysis
   - Understands the basic concepts, the appropriate use and interpretation of multiple areas of assessment including intellectual/cognitive functioning, educational achievement, adaptive behavior, affective/social/emotional functioning and behavior, functional behavior assessment, and curriculum-based assessment/curriculum-based measures
   - Knows how to collect data through multiple methods to make decisions and monitor over time the quality and effectiveness of academic, mental health, and system level services
3. Knowledge of measurement theory and principles
   - Understands the problem solving process and the contributions and limitations of basic measurement principles (reliability, validity, and norms) in that context
4. Assessment of special populations
   - Knows appropriate use of assessment procedures for special populations (e.g. ELL, low-incidence exceptionalities, and early childhood)

B. Consultation and Collaboration

1. Models and methods of consultation used for planning, implementing, and evaluating academic interventions and mental health services
   - Knows to use a problem-solving framework as the basis for all communication, consultation and collaborative activities when planning, implementing and evaluating academic and mental health services
2. Home/school/community collaboration (student-level)
   - Knows strategies to collaborate with families and communities for student success

[5] Description of the target candidate focuses on the knowledge/skills that differentiate a *just* from a *not quite* qualified candidate.

Description of the Target Candidate[6] (continued)

A target candidate …

II. Direct and Indirect Services for Children, Families, and Schools (Student-Level Services)

A. Interventions and Instructional Support to Develop Academic Skills

1. Effective instruction at the individual and group level
   - Knows common instructional strategies including curricular accommodations and modifications to enhance academic outcomes
2. Issues related to academic success/failure
   - Knows how to use assessment data to develop and implement evidence-based instructional strategies that are intended to improve student performance

B. Interventions and Mental Health Services to Develop Social and Life Skills

Primary, secondary, and tertiary preventive strategies/ School-based intervention skills/techniques/ Child and adolescent psychopathology

- Knows the levels of intensity of interventions and characteristics of students requiring different levels of intervention
- Knows various Primary, Secondary and Tertiary preventative strategies when supporting students with varying degrees of mental health concerns that impact academic performance

III. Systems-Level Services

A. Schoolwide Practices to Promote Learning

- Is familiar with school-based organizational development including a knowledge of common educational policies/practices and research

B. Preventive and Responsive Services

- Knows protective and risk factors as they relate to a variety of student outcomes
- Is familiar with common/universal school/district-wide prevention programs, intervention techniques and crisis management planning, recovery, and response

C. Family-School Collaboration Services

- Is familiar with the importance of interagency collaboration in developing effective schoolwide interventions and policies

[6] Description of the target candidate focuses on the knowledge/skills that differentiate a *just* from a *not quite* qualified candidate.

Description of the Target Candidate[7] (continued)

A target candidate …

IV. Foundations of School Psychological Service Delivery

A. Diversity in Development and Learning

- Knows the importance of diverse learning characteristics and the importance of promoting social justice when designing and implementing interventions to achieve learning and behavioral outcomes

B. Research and Program Evaluation

- Knows how to evaluate, translate, and incorporate research into practice and facilitates program evaluation for schools and other settings

C. Legal, Ethical, and Professional Practice

1. Ethical principles related to the practice of school psychology/Legal issues related to the practice of school psychology
   - Knows the ethical, professional, and legal parameters of a school psychologist
2. Professional foundations
   - Understands the importance of advocating for children and their families (i.e., issues such as disproportionality, poverty, access, and equity)
   - Knows the value and importance of supervision and mentoring, and lifelong learning to enhance professional growth

[7] Description of the target candidate focuses on the knowledge/skills that differentiate a *just* from a *not quite* qualified candidate.

APPENDIX D

FINAL EVALUATION RESULTS

Table D1

Final Evaluation

	Strongly agree		Agree		Disagree		Strongly disagree	
	N	*%*	*N*	*%*	*N*	*%*	*N*	*%*
• I understood the purpose of this study.	14	82%	3	18%	0	0%	0	0%
• The instructions and explanations provided by the facilitator were clear.	11	65%	6	35%	0	0%	0	0%
• The training in the standard-setting method was adequate to give me the information I needed to complete my assignment.	15	88%	2	12%	0	0%	0	0%
• The explanation of how the recommended passing score is computed was clear.	14	82%	3	18%	0	0%	0	0%
• The opportunity for feedback and discussion between rounds was helpful.	9	53%	7	41%	1	6%	0	0%
• The process of making the standard-setting judgments was easy to follow.	9	53%	8	47%	0	0%	0	0%

Table D1 (continued)

Final Evaluation

How influential was each of the following factors in guiding your standard-setting judgments?	Very influential		Somewhat influential		Not influential	
	N	*%*	*N*	*%*	*N*	*%*
• The description of the target candidate	14	82%	3	18%	0	0%
• The between-round discussions	12	71%	5	29%	0	0%
• The knowledge/skills required to answer each test item	10	59%	7	41%	0	0%
• The passing scores of other panel members	3	18%	12	71%	2	12%
• My own professional experience	6	35%	10	59%	1	6%

	Very comfortable		Somewhat comfortable		Somewhat uncomfortable		Very uncomfortable	
	N	*%*	*N*	*%*	*N*	*%*	*N*	*%*
• Overall, how comfortable are you with the panel's recommended passing score?	5	29%	12	71%	0	0%	0	0%

	Too low		About right		Too high	
	N	*%*	*N*	*%*	*N*	*%*
• Overall, the recommended passing score is:	3	18%	14	82%	0	0%

ARKANSAS DEPARTMENT OF EDUCATION
RULES GOVERNING THE CODE OF ETHICS FOR ARKANSAS EDUCATORS
July 1, 2014

1.00 Title

1.01 These rules shall be known as the Arkansas Department of Education Rules Governing the Code of Ethics for Arkansas Educators.

2.00 Regulatory Authority

2.01 These rules are promulgated pursuant to the State Board of Education's authority under Ark. Code Ann. §§ 6-11-105, 6-17-401, 6-17-410, 6-17-422, 6-17-425, 6-17-426, 6-17-428, ~~and~~ 25-15-201 et seq., and Acts 454 and 1323 of 2013.

2.02 All rules, procedures, hearings and appeals relating to the Code of Ethics complaints shall be promulgated and implemented under the Arkansas Administrative Procedures Act, Ark. Code Ann. § 25-15-201 et seq.

3.00 Purpose

3.01 The purpose of the Rules Governing the Code of Ethics for Arkansas Educators ~~(Code)~~ is to define standards of ethical conduct and to outline procedures for receiving complaints, authorizing and conducting investigations, and recommending enforcement of the Code of Ethics.

3.02 The professional, ethical educator contributes to the development and maintenance of a supportive student-centered learning community that values and promotes human dignity, fairness, care, the greater good and individual rights. These values are the ethical premises for the standards of professional behavior and ethical decision-making established in this Code of Ethics for Arkansas Educators. By establishing standards of ethical conduct, ~~this code~~the Code of Ethics promotes the health, safety, and general welfare of students and educators and ensures the citizens of Arkansas a degree of accountability within the education profession.

4.00 Applicability

4.01 The valid Arkansas teaching license of any person shall be subject to the conditions, requirements, and mandates of the ~~code of ethics~~Code of Ethics, procedures, and recommendations for enforcement.

4.02 A building-level administrator in an Arkansas public school shall file an ethics complaint if he or she observes or has reasonable cause to suspect that an

educator has violated Standard 1 of the Code of Ethics involving the sexual abuse of a student.

4.03 The failure to submit an ethics complaint under Section 4.02 of these rules is a violation of the Code of Ethics.

5.00 Definitions

5.01 **Acted upon** means that the State Board of Education has taken an action to address an ethics complaint by revoking, suspending, or imposing another sanction upon an educator's license.

5.02 **An Authorized Ethics Complaint Investigation** is an ethics complaint that has been: (1) verified by the Chief Investigator of the Professional Licensure Standards Board as being submitted by an identifiable person; and (2) authorized for investigation based upon reasonable belief by the Ethics Subcommittee of the PLSB that if the allegation is true, it would constitute a violation of the Code of Ethics as set forth in these rules committed by an Arkansas educator after September 1, 2008. The Ethics Subcommittee of the PLSB shall investigate an ethics complaint that it determines is credible. (Ark. Code Ann. § 6-17-428)

5.~~02~~03 **Code of Ethics** ~~**or Code**~~ means the ~~code of ethics for educators~~Code of Ethics for Arkansas Educators established by the Professional Licensure Standards Board under Ark. Code. Ann. § 6-17-422.

5.~~03~~04 **Conviction** includes a plea of guilty or a plea of nolo contendere, or a finding or verdict of guilty, regardless of whether an appeal of the conviction has been sought, or a criminal conviction has been sealed or expunged; a situation where first offender treatment without adjudication of guilt pursuant to the charge was granted; and a situation where an adjudication of guilt or sentence was otherwise withheld or not entered on the charge or the charge was otherwise disposed of in a similar manner in any jurisdiction.

5.~~04~~05 **Denial** is the refusal to grant a teaching license to an applicant for a teaching license.

5.~~05~~06 **Dispositions** are the values, commitments, and professional ethics that influence behaviors toward students, families, colleagues and communities and affect student learning, motivation, and development as well as the educator's own professional growth. Dispositions are guided by beliefs and attitudes related to values such as caring, fairness, honesty, responsibility and social justice.

5.~~06~~07 **Educator** means a person holding a valid Arkansas teacher's or administrator's license issued by the State Board of Education.

5.08 **Educator in a supervisory role in an Arkansas school** means an educator, as defined in these rules, who as a part of his or her primary employment duties is responsible for the supervision of other licensed educators employed in any public school, open enrollment public charter school, virtual school, education service cooperative, or private school in Arkansas serving students in any of grades pre-K through 12.

5.~~07~~09 **Ethics Complaint** means a document that states facts constituting an alleged ethics violation of the ~~code of ethics~~Code of Ethics and is signed under penalty of perjury by the person filing the ethics complaint. An ethics complaint may also be a finding made in an audit report forwarded to the ADE by the Arkansas Joint Legislative Auditing Committee under Ark. Code Ann. § 6-17-426.

5.~~08~~10 **Ethics Subcommittee** means the subcommittee established by the Professional Licensure Standards Board to receive and investigate ethics complaints, enforce the Code of Ethics, including making recommendations to the State Board of Education for a written warning, a written reprimand, or the placement of conditions or restrictions on the activities of the educator or the revocation, suspension, or probation or nonrenewal of a license. The Ethics Subcommittee may issue a Private Letter of Caution. The Ethics Subcommittee may also dismiss an ethics compliant if it finds there is no ethics violation.

5.~~09~~11 **Ethics Violation** is an act or omission on the part of an educator, when the educator knew, or reasonably should have known, that such acts or omissions were in violation of the Code of Ethics as set forth in these rules. An ethics violation does not include a reasonable mistake made in good faith, or acts or omissions taken in accordance with the reasonable instructions of a supervisor or, an act or omission under circumstances in which the educator had a reasonable belief that failure to follow the instructions of a supervisor would result in an adverse job action against the educator.

5.~~10~~12 **Filed** means the document has been stamped with a date acknowledging when the document arrived at the offices of the PLSB staff.

~~5.11 **Private Letter of Caution** is a non-punitive communication from the Ethics Subcommittee to an educator in response to an ethics complaint against the educator. Private Letters of Caution may be provided to an educator by the Ethics Subcommittee of the PLSB in lieu of recommending other discipline. Private Letters of Caution do not make any factual findings but inform the educator that the conduct alleged in the complaint or its investigation falls within the broad range of the Code of Ethics but that the circumstances and mitigating factors do not warrant disciplinary action. Private Letters of Caution remain in the files retained by the PLSB staff, but are not placed in an educator's licensure file at the ADE. A Private Letter of Caution is not submitted to the State Board of Education for approval and it does not constitute a sanction for the purposes of the Code of Ethics for Arkansas Educators. As s a result, Private Letters of~~

~~Caution cannot be basis for a request for an evidentiary hearing before the Ethics Subcommittee or the State Board of Education.~~

5.~~12~~13 **Monitoring Conditions or Restrictions** may include any actions or alternative sanctions allowed under the Administrative Procedures Act, including at a minimum a semi-annual appraisal of the educator's conduct by the PLSB staff through contact with the educator and his or her employer or other appropriate persons. Such conditions or restrictions may include, but are not limited to requiring that an educator, at the educator's expense, submit a new criminal background check or submit other requested information such as current employment, compliance with recommended counseling, treatment, education or training. The Ethics Subcommittee may recommend ~~to~~ the length of the monitoring period to the State Board of Education.

5.14 **Pre-kindergarten** means an early childhood education program that serves students from birth to enrollment in kindergarten.

5.~~13~~15 **Preponderance of Evidence** is the greater weight of the relevant evidence; superior evidentiary weight that, though not sufficient to free the mind wholly from all reasonable doubt, is still sufficient to include a fair and impartial mind to one side of the issue rather than the other. It is determined by considering all of the relevant evidence and deciding which evidence is more credible. A preponderance of the evidence is not necessarily determined by the greater number of witnesses or documents presented. If, on any allegation against an educator, it cannot be determined whether the allegation is more likely true than not true, the allegation cannot be considered to have been proved.

5.16 **Private Letter of Caution** is a non-punitive communication from the Ethics Subcommittee to an educator in response to an ethics complaint against the educator. Private Letters of Caution may be provided to an educator by the Ethics Subcommittee of the PLSB in lieu of recommending other discipline. Private Letters of Caution do not make any factual findings but inform the educator that the conduct alleged in the complaint or its investigation falls within the broad range of the Code of Ethics but that the circumstances and mitigating factors do not warrant disciplinary action. Private Letters of Caution remain in the files retained by the PLSB staff, but are not placed in an educator's licensure file at the ADE. A Private Letter of Caution is not submitted to the State Board of Education for approval and it does not constitute a sanction for the purposes of the Code of Ethics for Arkansas Educators. As s a result, Private Letters of Caution cannot be basis for a request for an evidentiary hearing before the Ethics Subcommittee or the State Board of Education.

5.~~14~~17 **Probation** is the placing of conditions, requirements or circumstances on the status of a teaching license for a period of time established by the State Board. Generally, an educator whose license is under probation must sufficiently satisfy such conditions, requirements or circumstances in order to maintain or be

reinstated to the original non-probationary teaching license status.

5.~~15~~18 **Public Information** for the purpose of these rules is information coming from news media or public record.

5.~~16~~19 **Reasonable belief** is a belief based upon knowledge of facts and circumstances that are reasonably trustworthy, and that would justify a reasonable person's belief that: (1) a violation of the Code of Ethics as set forth in these rules has been committed; and (2) that the named educator committed such a violation. A reasonable belief is not based upon mere suspicion or conjecture.

5.~~17~~20 **Received** means the date the ethics complaint was presented to the Ethics Subcommittee for authorization of an investigation.

5.~~18~~21 **Relevant evidence** (or material evidence) is evidence having any tendency to make the existence of any fact that is of consequence to the determination of the matter more probable or less probable than it would be without the evidence.

5.~~19~~22 **Reprimand** is a written admonishment from the State Board to the named educator for his or her conduct. The written reprimand cautions that further unethical conduct will lead to a more severe action and is associated with a monetary fine of the educator. In the absence of further unethical conduct, a reprimand will remain in the licensure file of the educator for a period of two (2) years from the date the reprimand is imposed by the State Board. The reprimand will remain permanently in the files retained by PLSB staff.

5.~~20~~23 **Revocation** is the permanent invalidation of any teaching or administrator's license held by the educator.

5.24 **School hiring** official means the person designated by a school who is responsible for hiring or making final recommendations for the hiring of an educator who holds an Arkansas teaching or administrator's license.

5.~~21~~25 **School-sponsored activity** is any event or activity sponsored by the school or school system which includes but is not limited to athletic events, booster clubs, parent- teacher organizations, or any activity designed to enhance the school curriculum (i.e., foreign language trips, etc.) whether on school-campus or not.

5.26 **Sexual abuse** has the same meaning as given to the term in Ark. Code Ann. § 12-18-103(18)(D) as it applies to a caretaker, but shall include a victim who is younger than twenty-one (21) years of age and is still a student.

5.~~22~~27 **Student** is any individual enrolled in the state's public or ~~Private~~ private schools from pre-kindergarten through grade 12.

5.~~23~~28 **Supervisor** under these rules mean an administrator authorized by the district or school board to administer professional employee discipline up to and including

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recommending termination or nonrenewal.

5.~~24~~29 **Suspension** is the temporary invalidation of any teaching license for a period of time specified by the State Board.

5.~~25~~30 **Teaching License** refers to any teaching, service, or leadership certificate, license, or permit issued by the State Board.

5.~~26~~31 **Warning** is a written communication from the State Board to the named educator that his or her conduct is unethical. The warning cautions that further unethical conduct will lead to a more severe action. In the absence of further unethical conduct, a warning will remain in the licensure file of the educator for a period of two (2) years from the date the warning is imposed by the State Board. The warning will remain permanently in the files retained by PLSB staff.

6.00 The Code of Ethics for Arkansas Educators

The Standards of Ethical Conduct are set forth as follows:

6.01 **Standard 1: An educator maintains a professional relationship with each student, both in and outside the classroom.**

6.02 **Standard 2: An educator maintains competence regarding his or her professional practice inclusive of skills, knowledge, ~~and~~ dispositions, and responsibilities relating to his or~~/~~her organizational position~~, subject matter, and/or pedagogical practice~~.**

6.03 **Standard 3: An educator honestly fulfills reporting obligations associated with professional practices.**

6.04 **Standard 4: An educator entrusted with public funds and property, including school sponsored activity funds, honors that trust with honest, responsible stewardship.**

6.05 **Standard 5: An educator maintains integrity regarding the acceptance of any gratuity, gift, compensation or favor that might impair or appear to influence professional decisions or actions and shall refrain from using the educator's position for personal gain.**

6.06 **Standard 6: An educator keeps in confidence ~~information about students and colleagues obtained in the course of professional service, including~~ secure standardized test materials and results and maintains integrity regarding test administration procedures~~, unless disclosure serves a professional purpose or is allowed by law~~.**

6.07 **Standard 7: An educator maintains the confidentiality of information**

about students and colleagues obtained in the course of the educator's professional services that is confidential information protected under state law or regulations, federal law or regulations, or the written policies of the educator's school district, unless disclosure serves a professional purpose as allowed or required by law or regulations.

6.08 **Standard ~~7~~8: An educator refrains from using, possessing and/or being under the influence of alcohol~~, tobacco,~~ or unauthorized drugs ~~or /~~ substances and/or possessing items prohibited by law, or possessing or using tobacco or tobacco related products, or possessing or using tobacco or tobacco-related products while on school premises or at school-sponsored activities involving students.**

7.00 Recommended Disciplinary Action

7.01 The ~~PLSB~~ Ethics Subcommittee is authorized to recommend to the State Board probation, suspension, revocation or nonrenewal of a teaching license or the issuance of a reprimand or warning. The ~~PLSB~~ Ethics Subcommittee is also authorized to recommend the placement of conditions or restrictions on the activities of the educator that would assist the educator via training, coursework or rehabilitative treatment. (All costs would be paid by the educator.) The State Board may direct the ADE to monitor progress toward the completion of any corrective action. Any of the following shall be considered cause for recommendation of disciplinary action against the holder of a license:

~~a.~~7.01.1 An initial determination by the Ethics Subcommittee that there is a reasonable belief that a violation of the Code of Ethics as set forth in these rules has occurred.

~~b.~~7.01.2 Following an evidentiary hearing before the Ethics Subcommittee, the Ethics Subcommittee finds, by a preponderance of the evidence, that there is a reasonable belief that an educator violated the Code of Ethics as set forth in these rules.

~~c.~~7.01.3 A failure to comply with the payment of any imposed fines, fees, or other conditions or restrictions imposed by the State Board of Education.

~~d.~~7.01.4 Audit reports forwarded to the ADE by the Arkansas Legislative Joint Auditing Committee pursuant to Ark. Code Ann. § 6-17-426.

~~e.~~7.01.5 Disciplinary action against a teaching license/certificate in another state on grounds inconsistent with ethical conduct specified in Section 6.00 or as stated in this section.

7.02 An individual whose license has been revoked, denied or suspended may not

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serve as a volunteer or be employed as an educator, paraprofessional, aide, substitute teacher, official and/or judge of a school-sponsored activity or be employed in any other position with a school district, open enrollment public charter school, or education service cooperative during the period of his or her revocation, suspension or denial for a violation of the Arkansas Code of Ethics for Educators.

7.03 Suspensions and revocations are reported by the ADE to national officials, including the National Association of State Directors of Teacher Education and Certification (NASDTEC) Clearinghouse.

7.04 In lieu of imposing a disciplinary action as set forth above, the PLSB Ethics Subcommittee may provide the accused educator with a Private Letter of Caution.

8.00 Procedures for the Investigative Process and Final Determination of Alleged Ethics Violations

8.01 In considering and investigating complaints brought before it, the Ethics Subcommittee shall follow the procedures set forth in Appendix A to these rules, which are hereby fully incorporated into these rules as if fully set forth herein.

8.02 With the exception of a private letter of caution, all recommendations of the Ethics Subcommittee are presented to the State Board of Education. The State Board of Education may approve, reject, or modify a recommendation of the Ethics Subcommittee, and may refer a case back to the Ethics Subcommittee for further consideration or for an evidentiary hearing.

8.03 The State Board, in making its determination on the recommendation of the Ethics Subcommittee, may require the testimony of the educator against whom the Ethics Subcommittee has recommended a sanction.

9.00 Fines and Fees

9.01 The State Board, for violations of the Code of Ethics in all areas and as authorized by Ark. Code Ann. §§ 6-17-422(h)(3)(c) and 6-17-428:

~~a.~~9.01.1 May impose fines up to the amounts listed in Appendix B to these rules, which is attached and is hereby fully incorporated into these rules as if fully set forth herein.

~~b.~~9.01.2 May impose fees for action taken pertaining to an educator's license as set forth in the attachment Appendix B.

~~c.~~9.01.3 Shall use the revenue collected by the State Board of Education from the fees and fines imposed per Appendix B of these Rules for the operation of the Professional Licensure Standards Board.

~~d.~~9.02 An educator shall pay a fine imposed by the State Board within ninety (90) days of the State Board's final order.

9.03 Failure to pay fines and fees may result in the Ethics Subcommittee recommending that the State Board suspend the educator's license pursuant to Ark. Code Ann. § 25-15-217. The Department will not renew a license until all fines and fees have been paid.

10.00 Disclosure of Records

10.01 When the State Board has disciplined an educator for violation of the Code of Ethics by placing the educator on probation, suspension, or non-renewing, or revoking the educator's license, these actions will be reported by the Office of ~~Professional~~ Educator Licensure and may be posted in its electronic database such that the records are viewable to school districts and other authorized personnel. In addition, these actions may be reported to other national education organizations or agencies such as the NASTDEC clearinghouse.

10.02 When the State Board has issued a warning or reprimand for violation of the Code of Ethics, these will be reported to the Office of ~~Professional~~ Educator Licensure but are not posted in its electronic database. The Office of ~~Professional~~ Educator Licensure will report reprimands or warnings if requested.

10.03 Records of the PLSB Ethics Subcommittee shall be retained in accordance with the Arkansas General Records Retention Schedule.

10.04 In accordance with Ark. Code Ann. § 6-17-428, all records and all hearings, meetings, and deliberations of the Professional Licensure Standards Board and its Ethics Subcommittee relating to an ethics complaint are confidential and exempt from the Freedom of Information Act of 1967, Ark. Code Ann. § 25-19-101 et seq.

10.05 In accordance with Ark. Code Ann. § 25-15-208, disclosure shall not be required of the research or records, correspondence, reports, or memoranda to the extent that they contain the opinions, theories, or conclusions of the attorney for the agency or members of his or her staff or other state agents.

11.0 Mandatory Filing of Allegation and Ethics Violations Review

11.01 An educator in a supervisory role in an Arkansas school shall file an ethics complaint if he or she observes or has reasonable cause to suspect that an educator has violated Standard 1 involving the sexual abuse of a student.

11.02 The failure to submit an ethics complaint under this section is a violation of Standard 3.

11.03 Before an educator who holds an Arkansas teaching license or administrator's license may be hired for employment at an Arkansas school, the school hiring officer shall check the Arkansas Educator Licensure System (AELS) of the Department of Education to determine whether the State Board of Education has acted upon a violation of Standard 1 involving the sexual abuse of a student by the applicant.

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Appendix A

Procedures for the Investigative Process
and Final Recommendation for Disposition of an Ethics Complaint

1. Applicability of the Administrative Procedure Act

All rules, procedures, hearings and appeals relating to the Code of Ethics shall be promulgated and implemented under the Arkansas Administrative Procedure Act, Ark. Code Ann. § 25-15-201 et seq.

2. Freedom of Information Act (FOIA):

All records, hearings, meetings, and deliberations of the PLSB relating to an ethics complaint against an administrator or teacher are confidential and exempt from the Freedom of Information Act. All records pertaining to an ethics complaint are open for inspection and copying by the person against whom the complaint is lodged. The person against whom the complaint is lodged and his or her representative are entitled to be present during all hearings. A hearing before the State Board to consider the possible revocation, suspension, or other sanction of an administrator's or a teacher's license based on a recommendation of the PLSB for enforcement of an alleged ethics violation, including without limitation an informal disposition by the State Board of an ethics complaint by stipulation, settlement, consent order, or default is open to the public. All records on which the State Board relies during such a hearing to make its decision are subject to public disclosure under the Freedom of Information Act.

3. Allegations:

Any person or party wishing to submit an allegation must use the ~~appropriate~~ allegation of violation form ~~as~~ developed by the PLSB and attached to these rules as Appendix D. It may be filed with the PLSB through the Department of Education, a public school district, or a public school superintendent. If an allegation form is filed with a public school district or a public school superintendent, the public school district or superintendent must forward all signed allegations directly to the Department of Education. Failure to forward an allegation of violation form may be considered a violation of the Code of Ethics.

4. Allegations Received by the PLSB Ethics Subcommittee:

An allegation will become a complaint once it has been: (1) verified by the Chief Investigator of the PLSB as being submitted by an identifiable person; and (2) is credible and if true, would constitute a violation of the Code as set forth in these rules, committed by an Arkansas educator after September 1, 2008. An allegation shall be processed as follows:

~~i.~~a. Initial Review: The Chief Investigator of the PLSB will thoroughly review the allegation and verify that the allegation has been submitted by an identifiable person and was signed under penalty of perjury.

~~ii.~~b. Authority to Investigate: The Ethics Subcommittee will determine whether to grant authority to the PLSB investigative staff to investigate the allegation. Authority to investigate the allegation will be based upon a reasonable belief that the allegation, if true, constitutes a violation of the Code as set forth in these rules and was committed by the alleged educator after September 1, 2008. Any member of the Ethics Sub- Committee of the PLSB who works with or for the educator against whom the allegation is submitted shall recuse himself/herself from any discussion, hearing, or deliberations concerning the accused educator. The Ethics Subcommittee is not limited to the standard alleged on the form but may consider all of the evidence submitted with the allegation in determining which, if any, standard may have been violated

~~a)~~i. Authority to Investigate Denied: If the Ethics Subcommittee votes not to authorize investigation, the allegation shall be dismissed and the matter shall be closed without further action against the educator.

~~b)~~ii. Authority to Investigate Granted: If the Ethics Subcommittee votes to authorize investigation of the allegation, the allegation becomes an authorized ethics complaint. The PLSB staff shall notify the named educator in writing concerning the initiation of the investigation and provide the educator with a copy of the complaint within ten (10) calendar days of authorization. The PLSB staff shall provide to the educator under investigation 1) written notice of the investigation and nature of the alleged ethics violation and, 2) a copy of the documents and evidence concerning the facts alleged in the ethics complaint, provisions of Ark. Code Ann. § 6-17-428 or other state statutory law applicable to an ethics violation and the applicable rules in effect at the time the ethics complaint is filed.

~~c)~~iii. Automatic Investigation: The following will automatically go to the Ethics ~~Sub-Committee~~Subcommittee of the PLSB for the opening of an investigation:

(~~1~~A) Public information that an educator may have committed a violation the Code of Ethics. In the event that PLSB staff or ~~PLSB~~ Ethics Subcommittee members discover public information that an educator may have committed a violation of the Code of Ethics, the PLSB staff or any member of the Ethics Subcommittee may request that the Ethics Subcommittee Chair file an allegation form with the Department. If the Ethics Subcommittee votes that the Chair should file an allegation form, the Chair will recuse herself or himself from any further consideration of the newly filed complaint. If necessary, the PLSB may appoint a board member to the Ethics Subcommittee for the limited purpose of resolving the newly filed complaint.

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(~~2~~B) Audit reports forwarded to the ADE by the Arkansas Joint Auditing Committee pursuant to Ark. Code Ann. § 6-17-426.

~~iii~~c. Requesting additional authority to investigate: If, in the course of an authorized investigation, PLSB staff discovers credible information that the named educator has committed additional violations of the Code, the PLSB staff may request additional authority to investigate from the Ethics Subcommittee. In the event that PLSB staff discovers credible information that another educator has violated the Code of Ethics, the PLSB staff may request that the Ethics Subcommittee Chair file an allegation form with the Department. If the Ethics Subcommittee votes that the Chair should file an allegation form, the Chair will recuse herself or himself from any further consideration of the newly filed complaint. If necessary, the PLSB may appoint a board member to the Ethics Subcommittee for the limited purpose of resolving the newly filed complaint.

~~Iv~~d. Completion of the Investigation: The Ethics Subcommittee shall complete its investigation of an ethics complaint and take action within one hundred fifty (150) days of authorizing the investigation or, if a hearing is conducted, within one hundred eighty (180) days of authorizing the investigation. Upon completion of the investigation and final report of investigation, the PLSB staff will send the final report of investigation to the accused educator or his/her attorney via certified and regular mail. The educator shall be provided with:

~~(1)~~i. A copy of the documents and evidence concerning the investigation of the ethics complaint and,

~~(2)~~ii. Written notice that the Ethics Subcommittee will consider taking action against the named educator and,

~~(3)~~iii. A copy of Ark. Code Ann. § 6-17-428 or other state statutory law applicable to the ethics violation authorized for investigation, and

~~(4)~~iv. A copy of the rules in effect at the time the ethics complaint is filed.

~~(5)~~v. The named educator or his/her attorney will be allowed thirty (30) calendar days from receipt of the notice, documentation, and evidence from the Ethics Subcommittee or its staff to submit any further response in writing. At the conclusion of the thirty (30) calendar days or upon receiving the written response from the educator, the PLSB staff will send the final report of investigation and educator's response to the members of the Ethics Sub- committee.

~~v.~~e. Initial Recommendation of the Ethics Subcommittee: At the next scheduled meeting of the Ethics Subcommittee, the Ethics Subcommittee shall review the results of the investigation including the PLSB staff's final report of investigation and any written response from the educator who is the subject of the ethics complaint. Following such a review, if the Ethics Subcommittee finds

that a reasonable belief exists that the educator violated the Code as set forth in these rules, the Ethics Subcommittee shall issue an initial decision and may recommend any appropriate action as set forth in Appendix B. The initial recommendation shall be considered a proposal for decision under Ark. Code Ann. § 25-15-210 and shall contain a statement of the reasons for the decision and each issue of fact or law necessary for the decision.

~~a)~~i. Notification of the Educator: The PLSB staff will notify the named educator in writing of the recommendation of the Ethics Subcommittee. The named educator may accept in writing the recommendation of the Ethics Subcommittee of the PLSB or request in writing an evidentiary hearing before the Ethics Subcommittee. The PLSB staff will inform the educator that following an evidentiary hearing, the Ethics Subcommittee may find that no reasonable belief that a violation of the Code exists, or could find that a reasonable belief that violation of the Code exists and recommend any appropriate action as set forth in Appendix B.

~~b)~~ii. Private Letter of Caution: The Ethics ~~Sub-Committee~~Subcommittee of the PLSB may also issue a Private Letter of Caution in lieu of recommending an action set forth in Appendix B.

~~vi.~~f. Waiver of Evidentiary Hearing: If an educator fails to respond to notification of the initial recommendation of the Ethics Subcommittee within thirty (30) days, the initial recommendation will become a final recommendation without an evidentiary hearing and will be forwarded to the State Board for consideration.

~~vii.~~g. If the educator accepts the Ethics Subcommittee's recommendation or waives a response, the PLSB staff shall notify the educator that the final recommendation will be submitted to the State Board as part of its consent agenda.

5. Waiver or Request of ~~a~~ an Ethics Subcommittee Evidentiary Hearing

~~i.~~a. If the educator requests a hearing, an evidentiary hearing will be held before the Ethics Subcommittee within one hundred eighty (180) days of receiving the complaint as is defined in these rules. Either party may request additional time. Such a request shall be in writing and shall set forth the reason(s) for which additional time is needed. The time limitations may be waived when reasonable under the circumstances, including without limitation, inclement weather, state or national emergencies, or other unforeseeable events by the:

~~a.~~i. Educator if the time limitation is imposed upon the Ethics Subcommittee; or

~~b.~~ii. Ethics Subcommittee if the time limitation is imposed upon the educator; or

~~c.~~iii. A written stipulation between the educator and the PLSB staff attorney with the approval of the Ethics Subcommittee.

~~ii~~b. Within ten (10) calendar days following the findings and recommendation of the Ethics Subcommittee, the PLSB staff will notify the educator in writing of the Ethics Subcommittee's evidentiary hearing findings and recommendations. The educator may accept the evidentiary recommendation or object and request a review by the State Board pursuant to Section 9 of this Appendix. The evidentiary hearing recommendation shall be considered a proposal for decision under Ark. Code Ann. § 25-15-210 and shall contain a statement of the reasons for the decision and each issue of fact or law necessary for the decision.

~~iii~~c. Waiver of State Board Review: If an educator fails to respond to notification of the Ethics Subcommittee's evidentiary hearing recommendation within fourteen (14) days, the evidentiary hearing recommendation will become a final recommendation and will be forwarded to the State Board.

6. Motions

a. An educator or his or her representative who has requested an evidentiary hearing may file a motion by serving it on the attorney for the PLSB who shall record the date it is received and promptly transmit the motion(s) to the Ethics Subcommittee for its consideration at the next available Ethics Subcommittee meeting.

b. Filing a motion that requests that the Ethics Subcommittee take action prior to the requested or scheduled evidentiary hearing tolls the time limits set out in these rules and Ark. Code Ann. § 6-17-428.

c. Requests regarding procedural matters, including requests for additional time for the hearing or for continuation of a hearing or proposed stipulated settlements, may be considered on the motions or papers submitted. The PLSB attorney and the educator may enter a stipulation to dispose of any procedural or substantive matters at any time subject to final approval by the Ethics Subcommittee.

7. Evidentiary Hearing Procedures of the PLSB Ethics Subcommittee

~~i~~a. The educator and the PLSB may be represented by representatives of their choosing.

~~ii~~b. The educator shall be notified in writing of the date, time and location of the Ethics Subcommittee meeting at which his/her case will be considered. The notice will also state a deadline by which the educator must submit items to the Ethics Subcommittee for consideration. Items submitted may be rejected if not timely. Educators and PLSB staff are encouraged to submit all documentary

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evidence by the deadline so that the Ethics Subcommittee will be prepared to expeditiously address the case at the evidentiary hearing.

~~iii~~c. A representative of the PLSB and the educator (or his/her attorney) shall have up to twenty-five (25) minutes each to present their cases to the Ethics Subcommittee. The chairperson of the Ethics Subcommittee may grant additional time to either or both parties, if necessary.

~~iv~~d. Each party will have the opportunity, should it so choose, to make an opening statement. The statement shall be no longer than five (5) minutes in length. The chairperson of the Ethics Subcommittee may grant additional time to either or both parties, if necessary.

~~v~~e. The representative of the PLSB shall present its case (and opening statement, if it so chooses) to the Ethics Subcommittee first.

~~vi~~f. Any written documents, photographs or any other items of evidence may be presented to the hearing Ethics Subcommittee with the permission of the chairperson. The items of evidence shall be marked as either "PLSB Exhibit Number 1(et seq.)" or "Educator's Exhibit Number 1 (et seq.)." After an item of evidence has been allowed to be presented to the ~~Sub-committee~~Ethics Subcommittee by the chairperson, the introducing party shall give one (1) copy to the court reporter for the record and one (1) copy to the chairperson.

~~vii~~g. After one party has questioned a witness, the other party shall have the same opportunity.

~~viii~~h. Members of the hearing Ethics Subcommittee shall also have the opportunity to ask questions of any witness or any party at any time.

~~ix~~i. While the scope of each party's presentation ultimately lies within the chairperson's discretion, case presentation should be arranged in such a way as to avoid redundant testimony.

~~x~~j. After the educator has presented his/her case, the chairperson may allow each party to present limited rebuttal testimony.

~~xi~~k. After the rebuttal evidence has been presented, the educator shall have up to five (5) minutes to present a closing statement, if desired. The chairperson of the Ethics Subcommittee may grant additional time if necessary.

~~xii~~l. After the educator has made a closing statement, or waived the opportunity for the same, the representative of the PLSB shall have up to five (5) minutes to make his/her closing statement, if desired. The chairperson of the Ethics Subcommittee may grant additional time if necessary.

~~xiii~~m. After closing statements have been made (or the opportunity to make them has

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been waived), the hearing Ethics Subcommittee may orally announce its decision. Alternatively, the hearing Ethics Subcommittee may take the case under advisement and render a written decision at a later time.

~~xiv~~n. During an evidentiary hearing, the "preponderance of the evidence" standard shall be used by the Ethics Subcommittee to determine whether a violation of the Code occurred. If the Ethics Subcommittee finds that a violation occurred, it may issue a recommendation for appropriate sanction to the Arkansas State Board of Education. The representative of the PLSB will have the burden of proving each fact of consequence to the determination by a preponderance of the evidence. The Ethics Sub may also issue a non-punitive Private Letter of Caution Letter.

~~xv~~o. A written decision reflecting the hearing Ethics Subcommittee's final findings and recommendation shall be promptly prepared by the PLSB staff attorney for the chairperson's signature. A copy of the findings and recommendation s shall be transmitted in a timely manner to the educator. The evidentiary hearing recommendation shall be considered a proposal for decision under Ark. Code Ann. § 25-15-210 and shall contain a statement of the reasons for the decision and each issue of fact or law necessary for the decision.

~~xvi~~p. The educator shall have fourteen (14) days from the receipt of the final findings and recommendations to object and request a State Board Review pursuant to Section 9 of this Appendix. Should the educator not request a review by the State Board within the above-referenced fourteen (14) day time period, the findings and recommendations of the Ethics Subcommittee shall become final.

8. Subpoena Power:

~~i~~a. At the request of a party to a proceeding pending before the PLSB or the Ethics Subcommittee or the State Board of Education, the Chair of the PLSB or the Ethics Subcommittee or the State Board of Education may, as appropriate, issue a subpoena and bring before the PLSB, the Ethics Subcommittee or the State Board as a witness any person in this state. The PLSB, the Ethics Subcommittee or the State Board may, on their own motion, issue a subpoena at any time.

~~ii~~b. A party requesting a subpoena must make the request in writing to either the PLSB staff attorney or the State Board attorney, as appropriate. Requests for subpoenas made to the PLSB shall be delivered to the Office of the PLSB Attorney no later than ten (10) calendar days prior to the PLSB hearing for which the subpoena is requested. Requests for subpoenas made to the State Board shall be delivered to the Office of General Counsel of the ADE no later than ten (10) calendar days prior to the State Board hearing for which the subpoena is requested.

~~iii~~c. The subpoena shall:

~~a)~~i. Be in the name of either the PLSB, the Ethics Subcommittee, or the State Board;

~~b)~~ii. State the name of the proceeding; and

~~c)~~iii. Command each person to whom it is directed to give testimony at the time and place specified in the subpoena in one (1) of the following ways:

(~~i~~A) In person;

(~~ii~~B) Before a certified court reporter under oath at the place of the witness' residence or employment;

(~~iii~~C) By video-taped deposition at the place of the witness' residence or employment; or

(~~iv~~D) By live video communications from the witness' residence, place of employment, or a nearby facility capable of providing video transmission to the board that has subpoenaed the witness.

~~d)~~iv. The manner of providing testimony under the subpoena shall be conducted by video conference testimony unless another manner is agreed upon by the board or commission and the person who is the subject of the subpoena.

~~iv~~d. The subpoena may require the witness to bring with him or her any book, writing, or other thing under his or her control that he or she is bound by law to produce in evidence.

~~v~~e. Service of the subpoena shall be in the manner as provided by law or rule for the service of subpoenas in civil cases.

~~vi~~f. A witness who has been served by subpoena and who appears in person to testify at the trial or case pending before the PLSB, the Ethics Subcommittee or the State Board shall be reimbursed for travel and attendance as provided by law.

~~vii~~g. If a witness is served with a subpoena and fails to provide testimony in obedience to the subpoena, the PLSB, the Ethics Subcommittee or the State Board may apply to the circuit court of the county in which the PLSB, the Ethics Subcommittee or the State Board is holding the proceeding for an order causing the arrest of the witness and directing that the witness be brought before the court.

~~viii~~h. The court will have the power to punish the disobedient witness for contempt as provided by the Arkansas Rules of Civil Procedure.

~~ix~~i. A witness who has been served with a subpoena may challenge the validity of

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the subpoena in the circuit court of the county in which the witness resides or is employed.

9. State Board Review

a. When an educator objects to the Ethics Subcommittee's evidentiary hearing findings and recommendation, the educator may request a review by the State Board of Education by notifying the attorney for the PLSB in writing within fourteen (14) days.

b. Within ten (10) days of requesting a review, the educator will have an opportunity to file written exceptions and briefs regarding the Ethics Subcommittee's evidentiary hearing findings and recommendation.

c. The PLSB attorney may file a written response to the educator's exceptions and brief within ten (10) days of receipt of the educator's exceptions and brief.

d. The PLSB attorney shall prepare a redacted copy of the Ethics Subcommittee hearing transcript and hearing exhibits to be filed with State Board of Education.

e. The PLSB's findings and recommendations, the educator's exceptions and brief, and the PLSB's response, and the redacted transcript will be submitted to the State Board of Education at the next available meeting date.

f. Either the PLSB or the educator may request oral argument. If oral argument is requested, the PLSB attorney shall introduce the item on the agenda, then the educator will then have ten (10) minutes to present an oral argument in opposition to the findings and recommendations. The PLSB's attorney will then have (10) minutes for oral argument in support of the findings and recommendations. Upon good cause shown, the Chairperson of the State Board may grant either party additional time for oral argument.

g. After consideration of the findings and recommendations, the records, exceptions, briefs, and arguments, the State Board of Education shall issue a final decision or order in writing or stated on the record. The final decision shall include findings of fact and conclusions of law, separately stated. The educator shall be served personally or by mail with a copy of the final decision or order.

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Appendix B

LIST OF ACTIONS & APPLICABLE FINES

Action Taken	Maximum Fine Amount
Complaint is not substantiated – No action taken; Case closed.	$0
Educators who violate testing procedures of the state and for whom the Ethics Subcommittee of the PLSB believes the violation does not rise to the level of an ethics violation may be recommended for additional training in the approved testing procedures by the state.	All expenses paid by the educator.
Compliance with conditions or restrictions or recommended treatment or rehabilitation with periodic monitoring.	All expenses paid by the educator.
Private Letter of Caution	$0
Written Warning	$0
Written Reprimand	$50
Probation of License	$75
Suspension of License	$100
Permanent Revocation of License	$0

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LIST OF APPLICABLE FEES

License Issued	New or Renewal	Fee Amount
One-Year Provisional Teacher's License	New	$0.00
	Renewal	$0.00
Five-Year Standard Teacher's License	New	$75.00
	Renewal	$75.00
Five-Year Vocational Permit	New	$75.00
	Renewal	$75.00
One-Year Professional Teaching Permit	New	$35.00
Lifetime Teacher's License **(Must be 62 years of age.)**	New	$0.00
Adding Area or Level to Existing License	Not Applicable	$0.00
Adding Degrees to Existing License (If not occurring at the time of renewal)	Not Applicable	$0.00
Duplicate License	Not Applicable	$50.00

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Explanations and Guidelines to Clarify the Intent of The Code of Ethics

The purpose of Appendix C is to provide greater clarity and intent of each ethical standard listed in Section 6.00 of this rule. Therefore, Appendix C is not designed to supersede the required standard of ethical conduct but rather to provide some rationale of the intent and purpose and thus the proper application of each ethical standard of conduct. It is recognized that Appendix C is a general application of the intent and purpose of each ethical standard and is considered a guide and not all inclusive of each and every interpretation and application of the Code as required in Section 6.00.

Moreover, it is recognized that unless specifically stated in a standard of conduct listed in Section 6.00 of these rules or specifically required in Appendix C's interpretation of a particular standard of conduct, the alleged unethical conduct by a licensed educator may be considered by the Professional Licensure Standards Board regardless of the mental intent related to the alleged unethical action or omission. However, the Professional Licensure Standards Board may consider the mental intent or capacity of the licensed educator, along with other relevant factors, when determining whether a violation exists and what, if any, disciplinary action to recommend to the Arkansas State Board of Education for alleged violations of this Code of Ethics.

Furthermore, it is recognized that the Code of Ethics is designed as a model of minimum standards for maintaining the public's respect for, and support of, those holding a license issued by the State Board of Education. It is not intended to regulate the employer/employee or contract relationship between any public school district and its educators. The Code is an overarching and superior set of standards and rules intended to establish and contribute to the development and maintenance of a supportive student-centered learning community that values and promotes human dignity, fairness, care, the greater good, and individual rights.

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

This standard goes to the core of a professional educator's expected conduct and relationship with all students and transcends criminal behavior or other actions which violate law. The professional relationship with students is such behavior and action which promotes at all times the mental, emotional, and physical health and safety of students. An educator should show respect for and not demean, embarrass, or harass students absent some reasonable educational or disciplinary purpose and never as prohibited by law. A professional relationship is one where the educator maintains a position of educator/student authority with students even while expressing concern, empathy, and encouragement for students. In that position of authority, an educator may nurture the student's intellectual, physical, emotional, social and civic potential. An educator may display concern and compassion for a student's personal problems and, when appropriate, refer the student for school counseling or other help.

Standard 2 **An educator maintains competence regarding his or her professional practice inclusive of skills, knowledge, ~~and~~ dispositions and responsibilities relating to his or ~~/~~her organizational position~~, subject matter, and/or pedagogical practice~~.**

This standard addresses the professional educator's obligation to implement best practices and maintain competence in skills and knowledge. An educator has many dispositions that are required in the course of instruction such as ensuring that students have access to varying points of view and that instruction reflects current subject matter. The professional educator shall not on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, family, social or cultural background, or sexual orientation (a) unfairly exclude any student or colleague from participation in any program, or (b) deny benefits or grant any advantage to any student or colleague. Furthermore, an educator shall not intentionally or knowingly misrepresent facts or make false or malicious statements about a student, parent or guardian, colleague, or the school system.

Standard 3 **An educator honestly fulfills reporting obligations associated with professional practices.**

This standard covers those situations where there is an intentional or knowing attempt to deceive or mislead an educational entity. Honest errors or mistakes or inaccuracies are not intended to be encompassed by this standard. To uphold this standard an educator should be honest when reporting data and information to the Arkansas Department of Education, the Arkansas Bureau of Legislative Audit, the Arkansas State Board of Education, and other state and federal governmental agencies. Honestly reporting grades is also a part of this standard. It is also important that an educator honor this standard when giving information to recommend an individual for employment promotion or licensure as well as when reporting professional qualifications, criminal history, college credits and degrees, awards, and employment history. Similarly the failure to timely submit information covers those situations where there is a knowing failure to submit or provide information. The State Board of Education may take direct action to revoke, suspend, or place on probation an educator whose conduct violates Ark. Code Ann. § 6-17-410(d)(1)(A)(vii) and (viii) without submission of an ethics complaint. It is important to note that noncompliance with mandated child abuse reporting laws also falls with this standard.

Standard 4 **An educator entrusted with public funds and property, including school sponsored activity funds, honors that trust with honest, responsible stewardship.**

An educator must be a good steward of public funds, personnel and property dedicated to school related purposes. The use and accounting for these resources under the educator's control must comply with state and federal laws that regulate the use of public funds and property. The use of such resources for personal gain, other than incidental personal benefit for which there is no public education purpose would not be in keeping with the intent of this standard.

Standard 5 **An educator maintains integrity regarding acceptance of any gratuity, gifts, compensation or favor that might impair or appear to influence professional decision or actions and shall refrain from using the educator's position for personal gain.**

The standard is intended to prohibit that conduct which is solely for personal gain and creates an appearance of a conflict of interest in the role as an educator. The standard of conduct called for by this section involves an examination of the total circumstances surrounding the gratuity, gift, compensation, or favor. Factors to consider include the value of the gratuity, gift or favor, the reasonableness of any compensation; the timing of the gratuity, gift, compensation, or favor; and the relationship between the educator and the person from whom the gratuity, gift, compensation, or favor comes. Pursuant to Ark. Code Ann. § 6-24-113 an educator may accept awards and grants as provided for therein. Ark. Code Ann. § 6-24-112 contains some specific prohibited transactions involving gratuities or offers of employment. The second part of this standard requires that the educator does not use the position for personal gain.

Standard 6 **An educator keeps in confidence ~~information about students and colleagues obtained in the course of professional service, including~~ secure standardized test materials and results and maintains integrity regarding test administration procedures~~, unless disclosure serves a professional purpose or is allowed or required by law~~.**

~~At times educators are entitled to and/or for professional reasons need access to certain student records, other educators' records, and standardized testing materials. Much of this information is confidential, and the educator should maintain that confidence unless the disclosure serves some legitimate educational purpose as allowed or required by law. The Federal Education Rights and Privacy Act (FERPA) addresses the confidentiality of certain student records. Such federal and state laws permit disclosure of some student information and restrict the disclosure of other student information. Educators should respect and comply with these and other similar confidentiality laws. Confidential student information may include student academic and disciplinary records, health and medical information, family status and/or income, assessment/testing results, and Social Security information.~~ When standardized tests are administered, educators should maintain the confidentiality of those parts of the standardized test materials that are to remain confidential such as actual test items and test booklets in accordance with state law, regulation, and testing policy. Supervisors may be entitled to access to other educators' personnel records and should maintain the confidentiality of those records. Educators should be reminded that this standard is in addition to conduct prohibited under Ark. Code Ann. §§ 6-15-438, 6-17-410(d)(1)(A)(iii) and the Arkansas Department of Education Rules Governing Testing Improprieties. The State Board may take direct action ~~against an educator~~ to revoke, suspend, or place on probation, the license of an educator whose conduct violates this section without the filing of an ethics complaint.

Standard 7 **An educator maintains the confidentiality of information about students and colleagues obtained in the course of the educator's professional**

services that is confidential information protected under state law or regulations, federal law or regulations, or the written policies of the educator's school district, unless disclosure serves a professional purpose as allowed or required by law or regulations.

At times educators are entitled to and/or for professional reasons need access to certain student records, as well as other educators' records. Much of this information is confidential and the educator should maintain that confidence unless the disclosure serves some legitimate educational purpose as allowed or required by law. The Federal Education Rights and Privacy Act (FERPA) addresses the confidentiality of certain student records. Such federal and state laws permit disclosure of some student information and restrict the disclosure of other student information. Educators should respect and comply with these and other similar confidentiality laws. Confidential student information may include student academic and disciplinary records, health and medical information, family status and/or income, assessment/testing results, and Social Security information. Similarly, educators should not disclose confidential information about colleagues unless the disclosure serves some legitimate professional purpose as allowed or required by law. Educators shall not knowingly or maliciously disclose confidential information about a student or colleague.

Standard 8 An educator refrains from using, possessing and/or being under the influence of alcohol~~, tobacco,~~ or unauthorized drugs ~~or~~ / substances and/or possessing items prohibited by law, or possessing or using tobacco or tobacco-related products while on school premises or at school-sponsored activities involving students.

This standard sets forth the expectation of the professional educator concerning using, possessing, or being under the influence of the listed substances while on school premises or at school- sponsored activities involving students or being in violation of state law governing the using, possessing or being under the influence of alcohol, tobacco, or unauthorized/illegal drugs/substances while on school property or at school-sponsored activities involving students.

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Agency # 005.16

Appendix D

PLSB Case No. _____

Code of Ethics for Arkansas Educators

Allegation of Violation Form

Allegation made against:

Name of Licensed Educator_____ Date of Incident_____

Educator's Address_____

Educator's Phone (w)_____(c)_____(h)_____Email_____

Educator's Work/School _____Phone _____

School Address _____City_____ Zip _____

Name of School District _____Phone _____

District Office Address _____City _____ Zip _____

* If this is a Standard 1 Allegation and you are a mandated reporter who believes suspected child maltreatment has occurred pursuant to A.C.A. § 12-12-501 et. seq, did you report it to the Arkansas State Police Child Abuse Hotline? Yes _____No _____

(See the attached instruction page for a listing of the each of the Standards of Conduct.)

Brief Statement Describing the Alleged Conduct: (Please be as specific as possible; attach additional pages as needed.)

_____

_____

_____

List the name of any other person, agency, or authority to whom the alleged conduct has been reported:

_____

List the names and contact information of any witnesses and list and attach any documents, photographs or other evidence you have to support your allegation(s) _____

_____

Allegation is being made by (check appropriate box) [ ] Educator [ ] Administrator [ ] Parent [ ] Other

Complainant's Name _____ E-mail: _____

Address _____ Daytime Phone_____

City, State, Zip _____ Other Phone/Cell _____

BY SIGNING BELOW, I SWEAR OR AFFIRM THAT THE FOREGOING STATEMENTS ARE TRUE TO THE BEST OF MY KNOWLEDGE AND BELIEF UNDER PENALTY OF PERJURY.

Complainant's Signature: _____ Date _____

Send to: Dr. Karen Cushman Walters, Assistant Commissioner for HR/Licensure
Arkansas Department of Education
Four Capitol Mall, Room 102
Little Rock, AR 72201

Allegation Validated by: _____ Date: _____

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DIRECTIONS FOR COMPLETING ALLEGATION FORM

This form should be used to submit an allegation of a violation of the Code of Ethics against a currently licensed Arkansas educator or administrator.

Name of Educator: Means the name of the person whose conduct is alleged to have violated the Code of Ethics.

Date of Incident: Be specific if a date specific is known. If there is a date range/school year/event, list that date range.

Standard 1: An educator maintains a professional relationship with each student, both in and outside the classroom.
Standard 2: An educator maintains competence regarding skills, knowledge, and dispositions relating to his or her professional practice inclusive of skills, knowledge, disposition, and responsibilities relating to his or her organizational position.
Standard 3: An educator honestly fulfills reporting obligations associated with professional practices.
Standard 4: An educator entrusted with public funds and property, including school sponsored activity funds, honors that trust with honest, responsible stewardship.
Standard 5: An educator maintains integrity regarding the acceptance of any gratuity, gift, compensation or favor that might impair or appear to influence professional decisions or actions and shall refrain from using the educator's position for personal gain.
Standard 6: An educator keeps in confidence secure standardized test materials and results and maintains integrity regarding test administration procedures.
Standard 7: An educator maintains the confidentiality of information about students and colleagues obtained in the course of the educator's professional services that is confidential information protected under state law or regulations, federal law or regulations, or the written policies of the educator's school district, unless disclosure serves a professional purpose as allowed or required by law or regulations.
Standard 8: An educator refrains from using, possessing and/or being under the influence of alcohol or unauthorized drugs or substances and/or possessing items prohibited by law, or possessing or using tobacco or tobacco-related products while on school premises or at school-sponsored activities involving students.

Brief Statement Describing the Alleged Conduct: Please write a short factual description of the events or conduct that you believe violates the Code of Ethics. Be specific with regard to the names of person involved, the names of the students, and the names of any witnesses. Please use dates, even if approximate, wherever appropriate.

Reporting to Other Persons, Agencies, or Authorities: Please identify any other reporting or other steps to resolve the issue that you have undertaken concerning the alleged conduct and the outcome of the reporting.

Witnesses, Documents, and Photographs: List the name and contact information for any person you believe may have additional information regarding the unethical conduct. Please **submit copies** of the documents and/or copies of the photographs with your form and list them.

Complainant's Name: Means the name of the person who is making the allegation. If it is on behalf of a school district, it means the district's contact for this complaint such as the superintendent, or the superintendent's designee.

Perjury: Act 1045 of 2011 requires that complainants sign the allegation form under penalty of perjury. Signing under penalty of perjury means that you believe that the facts and circumstances alleged are true, it does not mean that the information will ultimately be proven to be true.

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ARKANSAS DEPARTMENT OF EDUCATION
POLICIES GOVERNING PROGRAMS FOR EDUCATOR LICENSURE OFFERED BY INSTITUTIONS OF HIGHER EDUCATION IN ARKANSAS

Effective: September 1, 2014

1.0 REGULATORY AUTHORITY AND PURPOSE

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

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

1.03 It is the purpose of these rules to set forth the requirements for Arkansas Department of Education (ADE) approval of educator licensure programs offered by a college or university in Arkansas.

2.0 DEFINITIONS

For these policies the following terms are defined:

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

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

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

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

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

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

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

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

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2.09 **Disposition for Teaching** means the professional attitudes, values, and beliefs of an individual regarding instruction, student learning and development, including beliefs that all students can learn and all teachers can improve their knowledge and skills.

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

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

2.12 **Field Experiences** means the activities for students in professional education that are completed in P-12 school settings. These include observations, tutoring, assisting teachers and administrators, student teaching, pre-service teaching and internships.

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

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

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

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

2.17 **Program** means a planned sequence of courses and experiences for preparing educators or other school personnel to work in pre-kindergarten through high school settings; programs may lead to degrees, licensure and/or endorsements.

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

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

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

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

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

2.23 **Teacher of Record** means an individual who has been assigned the lead responsibility for a student's learning in a subject/course with aligned performance measures.

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

2.25 **Universal Design for Learning** means a scientifically valid framework for guiding educational practice that (A) provides flexibility in the ways information is presented, in the ways students respond or demonstrate knowledge and skills, and in the ways students are engaged; and (B) reduces barriers in instruction, provides appropriate accommodations, supports, and challenges, and maintains high achievement expectations for all students, including students with disabilities and students who are limited English proficient.

3.0 APPROVAL REQUIRED

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

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

4.01 Public and private institutions of higher education in Arkansas and any out-of-state institutions of higher education offering programs to students in Arkansas shall be

certified by the Arkansas Department of Higher Education (ADHE) to offer programs leading to baccalaureate or higher degrees and educator licensure in Arkansas.

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

5.0 POLICIES FOR PROFESSIONAL EDUCATION UNITS PROVIDING PROGRAMS FOR EDUCATOR LICENSURE

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

5.01.1 If a unit is not yet accredited by CAEP, it shall meet all other preconditions for CAEP accreditation before the ADE can approve any of its programs for educator licensure.

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

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

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

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

6.02 An educator licensure program proposed by a professional education unit that has met all other requirements for candidacy for CAEP accreditation, except having a state-approved licensure program, may be granted provisional state approval until accreditation is achieved or for a period of no longer than five (5) years. If accreditation is not achieved within the 5-year period, the unit's professional education programs will forfeit state approval, and no new students may be admitted into the programs.

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

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

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

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

7.0 POLICIES FOR TRADITIONAL EDUCATOR LICENSURE PROGRAMS

7.01 All traditional educator licensure programs shall include curriculum that addresses requirements established by Arkansas statutes governing educator preparation and ADE rules governing educator licensure, including without limitation, instruction in:

7.01.1 The Code of Ethics for Arkansas Educators.

7.01.2 Data literacy.

7.01.3 The Arkansas Teaching Standards and the appropriate content knowledge and pedagogical competencies for the respective licensure areas;

7.01.4 Disciplinary literacy;

7.01.5 Universal Design for Learning;

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

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

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

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

science and social studies. The concentrations shall include at least eighteen (18) semester hours of coursework in each of the selected content areas.

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

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

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

7.07 Professional education programs shall engage candidates in direct, substantial, quality participation in field experiences and supervised clinical practice.

7.07.1 The combination of field experiences and supervised clinical practice shall provide opportunities for a candidate for teacher licensure to teach across the entire grade of the license being sought.

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

7.07.1.2 Supervised clinical practice in a program of study for teacher licensure, grades K-6, shall be divided between grades K-3 and 4-6, with no less than 40% of the experiences completed in either grade range and separated by at least two grades.

7.07.1.3 Field experiences and supervised clinical practice in a traditional program of study for teacher licensure, grades 4-8, shall be divided between grades 4-6 and 7-8, with no less than 40% of the total experiences completed in either grade range, and shall include teaching in each area of concentration selected by the candidate.

7.07.1.4 Field experiences and supervised clinical practice in a traditional program of study for teacher licensure, grades 7-12, shall be divided between grades 7-9 and 10-12 in the licensure content area(s) with no less than 40% of the total assignment completed in either grade range. If a candidate is seeking licensure in more than one content

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

7.07.1.5 Field experiences and supervised clinical practice in a traditional program of study for teacher licensure, grades K-12, shall be divided between grades K-6 and 7-12 in the licensure content area with no less than 40% of the total experiences completed in either grade range. If no K-6 settings are available in a K-12 licensure area, candidates may complete their experiences within the 7-12 grade range.

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

7.07.3 Programs of study for the licensure of school administrators (principal, curriculum/program administrator, district administrator) and other professional school personnel (counselors, school psychologists, etc.) shall require candidates to complete supervised clinical practice across the grade range in each category of licensure being sought by the candidate.

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

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

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

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

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

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

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

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

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

7.08 Programs of study for teacher licensure shall require candidates to achieve a passing score on each state-approved content assessment for the license being sought before participating in a supervised clinical practice.

7.09 Programs of study for teacher licensure shall require candidates to take the state-approved pedagogical assessment for the license being sought prior to completing the program.

8.0 POLICIES FOR CANDIDATES IN TRADITIONAL PROGRAMS FOR EDUCATOR LICENSURE

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

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

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

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

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

8.02.2.1.1 A minimum composite score of 24 on the ACT with scores of at least 22 in reading and 22 in mathematics, or the equivalent scores on the Scholastic Aptitude Test (SAT) determined by ADE; and

8.02.2.1.2 A passing score on the writing skills in the basic-skills assessments approved by the State Board.

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

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

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

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

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

9.0 POLICIES FOR NONTRADITIONAL EDUCATOR LICENSURE PROGRAMS

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

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

9.03 A nontraditional educator licensure program may include two tracks:

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

or equivalent rating in their latest TESS performance review or, if applicable, under 7.07.4.2, an equivalent performance review.

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

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

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

9.05.1 The Arkansas Teaching Standards and specific pedagogical competencies for the respective licensure areas;

9.05.2 The Code of Ethics for Arkansas Educators;

9.05.3 Data literacy;

9.05.4 Disciplinary literacy;

9.05.5 Universal Design for Learning (UDL);

9.05.6 Arkansas' Teacher Excellence Support System (TESS);

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

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

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

9.07 Candidates completing a nontraditional educator licensure program in middle childhood, grades 4-8, or secondary social studies, grades 7-12, must complete a three semester hour course in Arkansas history, as required by state law.

9.08 Nontraditional educator licensure program shall require internships or teaching service to be completed in:

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

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

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

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

9.11 Professional education faculty in nontraditional educator licensure programs, including adjunct faculty, and cooperating teachers who teach and/or supervise nontraditional teacher candidates must be trained in the domains and criteria of Arkansas' TESS. Candidates shall be paired only with cooperating teachers or mentors who have received at least a proficient or equivalent rating in their latest TESS performance review or, if applicable, under 7.07.4.2, an equivalent performance review.

10.0 POLICIES FOR CANDIDATES IN NONTRADITIONAL EDUCATOR LICENSURE PROGRAMS

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

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

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

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

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

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

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

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

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

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

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

11.0 PROGRAM AND UNIT ACCOUNTABILITY REQUIREMENTS

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

11.02 A professional education unit shall maintain an eighty percent (80%) pass rate on the state-required licensure assessments among all of its candidates for licensure. A

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

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

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

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ARKANSAS DEPARTMENT OF EDUCATION
RULES GOVERNING ~~THE NON-TRADITIONAL~~ NONTRADITIONAL LICENSURE ~~PROGRAM~~

~~June 2012~~

~~_____, 2014~~

1.0 PURPOSE

1.01 The purpose of these rules is to establish the requirements and procedures for obtaining teacher licensure through ~~the Arkansas Department of Education (ADE) Non-Traditional Licensure Program~~nontraditional licensure programs.

2.0 REGULATORY AUTHORITY

2.01 These rules shall be known as the Arkansas Department of Education Rules Governing ~~The Non-Traditional~~Nontraditional Licensure ~~Program~~.

2.02 These rules are enacted pursuant to the authority of the State Board of Education under Ark. Code Ann. §§ 6-11-105, 6-17-401, 6-17-409 and 25-15-204; and ~~Act 1178~~Acts 413 and 454 of ~~2011~~2013.

3.0 DEFINITIONS

For the purpose of these Rules the following terms shall be defined to mean:

3.01 **Accelerated Teaching Program** - a program intended for college graduates that provides intensive training and support for a period of two (2) or more years for teaching and leading in schools, including the Teach for America program, the Arkansas Teacher Corps program offered by the University of Arkansas at Fayetteville, or another accelerated teaching program approved by the Department.

3.02 **Area of Licensure** - a particular content field as approved by the State Board of Education.

3.03 **Arkansas Professional Pathway to Educator Licensure Program (APPEL) -** the program administered by the Arkansas Department of Education, whose participants hold a minimum of a baccalaureate degree (and have passed the appropriate state-mandated assessments) and are allowed to teach in an Arkansas public school with a Provisional Teaching License. The program requirements consist of two (2) years of teaching and instructional modules, which must be completed within three (3) years.

3.04 **Certified mentor -** a licensed teacher certified by ADE Office of Educator Effectiveness as trained in the state-adopted mentoring model who has:

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3.04.1 A minimum of three (3) years of successful teaching experience; and

3.04.2 Received at least a proficient or equivalent rating in their latest performance review.

3.05 Induction - the period of time beginning with a teacher's first employment as the teacher of record in an Arkansas public school, education service cooperative, or ~~agency~~organization that requires an Arkansas teaching license. The novice teacher~~, operating under an Initial License,~~ is provided mentoring support and accelerated professional development during the ~~Initial license~~induction period.

~~**Initial Teaching License** - a three-year teaching license, issued by the State Board of Education, which allows one to teach in Arkansas public schools and is issued only in areas and levels of licensure as approved by the State Board of Education.~~

3.06 Level of Licensure - the grade/age level parameter of the teaching license content area as approved by the State Board of Education.

~~**Mentor** - a licensed master teacher with a minimum of three years successful teaching experience who is trained in the state-adopted mentoring model. Mentors are assigned in their districts to assist a novice teacher by providing focused feedback with regard to instructional skills, classroom management and professional behaviors.~~

3.07 Mentoring - the act of a certified mentor providing support and focused feedback to a novice teacher (~~through~~according to the state-adopted mentoring model) with the goal of ~~enhanced~~enhancing instructional skills, ~~competency~~classroom management, and professional ~~development~~behavior.

~~**Non-Traditional Licensure Program (NTLP)** - the program administered by the Arkansas Department of Education, whose participants hold a minimum of a baccalaureate degree (and have passed the appropriate state-mandated assessments) and are allowed to teach in an Arkansas school via a Provisional license. The program requirements consist of two years of teaching and instructional modules, which must be completed within three years.~~

~~**Non-Traditional Provisional** License - the provisional teaching license issued to participants in the Non-Traditional Licensure Program.~~

3.08 Nontraditional Licensure Program - an alternative licensure program under these rules, including the Arkansas Professional Pathway to Educator Licensure program, the Professional Provisional Teaching License, the Accelerated Teaching Program Provisional and Standard Teaching License, and the Master's Degree in Teaching Provisional and Standard Teaching License.

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3.09 **Novice Teacher** - any licensed teacher-of-record with less than one (1) year of ~~public school, or accredited private school,~~ classroom-teaching experience, not including student internship or substitute teaching~~.~~

~~**Performance Assessment** - an assessment tool used for evaluation of the classroom performance of a novice teacher, conducted by a trained assessor who utilizes a framework of essential teaching skills in which the novice teacher must demonstrate competency in an authentic classroom setting.~~

~~**Professional Teaching Permit** - a one-year permit issued to an experienced professional to teach one or two classes per semester as teacher of record in~~, in an Arkansas public school, open-enrollment public charter school, education service cooperative, or organization that requires an Arkansas ~~public school. This may be issued under the auspices of the Non-Traditional Licensure Program to any active or retired professional with at least three years of experience in the field related to the teaching/licensure subject area~~teaching license.

3.10 **Program of Study** - a curriculum offered at an institution of higher education that is regionally or nationally accredited by an accrediting organization recognized by the U.S. Department of Education or the Council for Higher Education Accreditation. The program requires a candidate to demonstrate and document competency in the specific knowledge, skills and dispositions for a particular licensure area and level.

3.11 **Provisional Professional Teaching License** - a three-year provisional license issued to an experienced professional for the purpose of teaching on a part-time or full-time basis as teacher-of-record in an Arkansas public school.

3.12 **Provisional Teaching License** - a temporary teaching license available to candidates who have not completed all requirements for the ~~Initial or~~ Standard Arkansas teaching license. A Provisional Teaching License is subject to revocation for failure to complete annual requirements for the applicable nontraditional licensure program.

3.13 **Standard Teaching License -** a five-year renewable license, issued by the State Board of Education, which allows one to teach in Arkansas public schools~~. The Standard License is issued to:~~ under these rules and under the Rules Governing Educator Licensure.

~~3.15.1 Initial License holders who have successfully completed the state required induction for novice teachers and the performance assessment.~~

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~~3.15.2 Provisional License holders who have successfully completed the Non-Traditional Licensure Program (including all appropriate assessments) and the state required induction for novice teachers.~~

~~3.15.3 Teachers who have completed all requirements for standard licensure through reciprocity.~~

~~3.15.4 Individuals holding a Provisional Professional Teaching License who complete the requirements set forth in Section 5.05 of these Rules.~~

~~3.15.5 Teach for America participants who complete the requirements set forth in Section 10.0 of these Rules.~~

~~3.15.6 Individuals receiving a master's degree in teaching who complete the requirements set forth in Section 11.0 of these Rules.~~

~~**Teach for America** the nationally established program operated by Teach for America, Inc., consisting of recent college graduates and professionals of all academic majors and career interests who commit to a minimum of two (2) consecutive years of classroom teaching in a low-income urban or rural public school.~~

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

4.0 REQUIREMENTS FOR ~~ADMISSION TO THE NTL PROGRAM~~OBTAINING AN APPEL PROVISIONAL AND STANDARD TEACHING LICENSE

4.01 The following is required for admission to the ~~NTL~~APPEL program:

4.01.1 A completed ~~Non-Traditional Licensure Program~~APPEL program application with all required accompanying documentation.

4.01.2 Official transcript(s) documenting an awarded four-year college bachelor's degree or higher from an institution of higher education that is regionally or nationally accredited by an accrediting organization recognized by the U.S. Department of Education or the Council for Higher Education Accreditation.

4.01.2.1 For out-of-country candidates, an official college transcript evaluation from a private credential evaluation agency documenting that the bachelor's degree is equivalent to a four-year degree from an institution of higher learning in the United States that is regionally or nationally accredited

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by an accrediting organization recognized by the U.S. Department of Education or the Council for Higher Education Accreditation. The ~~degree is to be evaluated~~ evaluation by a private credential evaluation agency~~. This~~ must be a course-by-course-evaluation prepared in English indicating the candidate's major course of study to include documentation of the candidate's cumulative Grade Point Average (GPA).

4.01.3 Documentation of a minimum cumulative undergraduate or graduate grade point average (GPA) of 2.50 on a 4.0 scale for cohorts beginning before Summer 2015 or a minimum GPA of 2.75 ~~on~~for the last 60 credit hours of coursework~~.~~ and beginning with the Summer 2015 cohort a minimum cumulative undergraduate or graduate GPA of 2.70 or a minimum GPA of 2.9 for the last 60 credit hours of coursework.

4.01.3.1 Candidates for the ~~NTLP~~APPEL program may be exempt from the standard minimum GPA requirement if all the following conditions are met:

4.01.3.1.1 Have at least fifteen (15) years of experience in the field related to the teaching/licensure subject area.

4.01.3.1.2 Demonstrate a minimum of a 2.0 undergraduate or graduate grade point average for cohorts beginning before Summer 2015 and 2.25 beginning with the Summer 2015 cohort.

4.01.3.1.3 Submit one (1) letter of justification from the applicant expressing the relevance of the applicants' credentials to teach the subject in question.

4.01.3.1.4 Have two (2) professional letters of recommendation submitted by references to the ~~NTL office~~Office of Educator Effectiveness.

4.01.3.1.5 Complete the regular ~~NTL~~APPEL program application process.

4.01.4 An official score report reflecting passing scores, as approved by the State Board of Education, on the following state required assessments:

4.01.4.1 The basic skills assessment (all parts~~)~~).

4.01.4.1.1 If a candidate holds a Master's Degree or above, and has taken the graduate level assessment, and

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has scored at or above the State Board established cut-score/minimum passing score, that assessment shall be accepted in lieu of the basic skills assessment(s).

4.01.4.2 The state required subject-content-area assessment(s) for the specific licensure area(s) sought.

4.01.5 Documentation of passing the required background checks by the Child Maltreatment Central Registry, Arkansas State Police and the Federal Bureau of Investigation as required by Ark. Code Ann.§ 6-17-410.

4.01.6 Payment of the ~~Non-Traditional Licensure~~APPEL Program Fee ~~which is~~ established by the State Board of Education pursuant to Ark. Code Ann. § 6-17-422(h)(3)(C).

4.01.7 Applicable college/university coursework (in advance) from an institution of higher education that is regionally or nationally accredited by an accrediting organization recognized by the U.S. Department of Education or the Council for Higher Education Accreditation. Required coursework includes:

4.01.7.1 Three (3) college credit-hours of Arkansas History (in advance) for the licenses of: ~~Early Childhood Education (P-4),~~ Middle Childhood Education (4-8~~),~~) and Social Studies (7-12). Ark. Code Ann. § 6-17-418.

4.01.7.2 Six (6) college credit-hours ~~in Methods~~ of ~~Teaching Reading~~instruction in reading that includes at a minimum theories and strategies for teaching reading, diagnosis of reading difficulties, intervention strategies for struggling readers, and disciplinary literacy, and either a 3-hour course in disciplinary literacy or a 45-hour professional development piece in disciplinary literacy through ArkansasIDEAS (in advance, completed with a grade of "~~C~~B" or better) for the ~~licenses of: Early Childhood Education (P-4) and/or~~ Middle Childhood Education (4-8~~).~~) license.

~~**4.0 PROFESSIONAL TEACHING PERMIT OR LICENSE**~~

~~**4.01** A Professional Teaching Permit (PTP):~~

~~Is a one-year permit issued~~ **4.01.7.3** Either three (3) college credit-hours in disciplinary literacy or a 45-hour professional

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development piece in disciplinary literacy through ArkansasIDEAS (in advance, completed with a grade of "B" or better) for the Secondary Education (7-12) license.

4.02 To obtain a Provisional Teaching License through APPEL a candidate must:

4.02.1 Be admitted into the APPEL program;

4.02.1 Be assigned to an ~~experienced professional for the purpose of teaching one or two classes per semester~~ APPEL program satellite site for instructional modules and successfully complete all required APPEL program instructional modules, including the summer instructional modules.

4.02.1.1 To maintain the Provisional Teaching License, the candidate must continue and successfully complete the school year instructional modules;

4.02.3 Document employment as a teacher-of-record, teaching a minimum of three (3) hours per day in the appropriate licensure area(s), with a certified mentor approved by the ADE in an Arkansas public school, open-enrollment public charter school, or education service cooperative during the provisional licensure period.

~~**4.01.1** Is issued for licensure content areas in grades 7-12 only.~~

~~**4.01.2** Any candidate who teaches for three (3) years with a PTP and applies to the Non-Traditional Licensure Program (NTLP) would be eligible for the NTLP "one-year" track.~~

~~**4.02** To obtain a Professional Teaching Permit a candidate must:~~

~~**4.02.1** Hold a bachelor's degree with a minimum of three years of working experience in the content area of the class to be taught.~~

~~**4.02.2** Be offered employment to teach one (1) or no more than two (2) regularly scheduled, for-credit classes in an AR public school.~~

~~**4.02.3** Submit to the Office of Teacher Quality a complete PTP application.~~

~~**4.02.4** Submit one (1) letter of justification from the applicant expressing the relevance of the applicants' credentials to teach the subject in question.~~

~~**4.02.5** Have two (2) professional letters of recommendation submitted by references to the Office of Teacher Quality.~~

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4.02.3.1 If appropriate employment is not secured by October 1 of the year of admission into the APPEL program, the candidate shall be maintained on "hold" (one year only), until the following year.

4.02.3.2 A candidate on "hold" shall not be issued a license and shall be required to teach the following year. (The candidate shall still be required to complete two (2) years of teaching within a three-year period.);

4.02.4 Be mentored according to the Arkansas Department of Education Rules Governing Educator Licensure;

4.02.5 Pass the appropriate state-mandated ~~content knowledge~~pedagogical assessment~~(s) for the class to be taught.~~;

4.02.5.1 If the pedagogical assessment is not successfully completed within the APPEL program period, the Provisional Teaching License will be revoked. The participant will be allowed to attend ADE-scheduled remedial sessions for one (1) year, during which time the participant may attempt to pass the assessment and, if successful, will be issued a Standard Teaching License.

4.02.5.2 If the pedagogical assessment is not successfully completed within the remedial year as provided under Section 4.02.5.1, the participant will be administratively withdrawn from the program.

4.02.6 Adhere to and abide by all the policies and procedures as outlined in the published APPEL Program Handbook for the year of admission.

4.03 A Provisional Teaching License is issued to an APPEL program participant at the beginning of the first year of participation in the program for:

4.03.1 One (1) year if the participant is in a one-year program; and

4.03.2 Two (2) years, if the participant is in a two-year program.

4.04 A Provisional Teaching License under the APPEL program is issued to a participant in one (1) license area (except as follows) based upon the areas and levels of teaching assignment approved by the State Board of Education.

4.04.1 A Middle School APPEL participant must be licensed in two (2) or more of the four (4) middle school content areas of math, science, social studies,

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and language arts, and may have one (1) or more endorsements approved by the State Board of Education.

4.04.2 A Secondary APPEL participant may be issued a Provisional Teaching License in one (1) secondary licensure content area or in one (1) license content area with one (1) endorsement added.

4.04.2.1 To be licensed in two (2) areas, a Secondary participant must have successfully completed all state-mandated content specific licensure assessments for both areas, and have a teaching assignment in both licensure areas. (A participant wishing to add social studies must also complete the required three (3) college credit-hours of Arkansas History, in advance of licensure.)

4.04.2.2 A Secondary participant with one (1) licensure area may add one (1) endorsement if the participant completes the required program of study, if applicable for the endorsement, successfully completes the state-mandated assessment for the endorsement, and has a teaching assignment in the endorsement area.

4.05 An APPEL participant may not file an ALP or teach in an out-of-licensure area while enrolled in the APPEL program.

4.06 There are two (2) tracks in the APPEL program: a one-year program or a two-year program.

4.06.1 Candidates with a four-year degree who have completed a program of study in the field of Education (all coursework with the exception of Student Teaching) may be eligible to complete a one-year program if their degree was awarded within five (5) years of the date of application.

4.06.2 Candidates with a four-year degree, who have not completed a program of study in the field of Education, or those whose Education degree was awarded more than five (5) years before the date of application, must complete a two-year program.

4.07 A Standard Teaching License will be issued to an APPEL participant upon the participant's successful completion of the APPEL program.

4.08 Annual enrollment in the APPEL program may be limited by:

4.08.1 Licensure requirements.

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4.08.2 Licensure area and level of candidates (shortage areas may be given preference).

4.08.3 Program capacity (in which case applications will not be accepted after capacity is reached).

5.0 PROVISIONAL PROFESSIONAL TEACHING LICENSE

5.01 A Provisional Professional Teaching License (PPTL):

5.01.1 Is a nonrenewable three-year provisional license issued to an experienced professional for the purpose of teaching on a part-time or full-time basis as teacher-of-record in an Arkansas public school.

5.01.2 Is issued for ~~a~~one (1) or more licensure content ~~area(s).~~areas.

5.02 To obtain a Provisional Professional Teaching License a candidate must:

5.02.1 Hold a bachelor's degree from an institution of higher education that is regionally or nationally accredited by an accrediting organization recognized by the U.S. Department of Education or the Council for Higher Education Accreditation.

5.02.1.1 The candidate must provide documentation of a minimum cumulative undergraduate or graduate grade point average (GPA) of 2.50 or a minimum GPA of 2.75 for the last 60 credit hours of coursework.

5.02.2 Have a minimum of three (3) years of working experience in the content area of the class to be taught.

5.~~04~~02.3 Be offered employment to teach classes for credit in an Arkansas public school.

5.02.4 Submit one (1) letter of justification from the applicant expressing the relevance of the ~~applicants'~~applicant's credentials to teach the subject in question.

5.02.5 Have two (2) professional letters of recommendation submitted by references to the Office of ~~Professional~~Educator Licensure.

5.02.6 Pass all appropriate state-mandated basic skills and content-knowledge assessment(s) for the specific licensure area(s) sought.

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5.02.7 Pass a criminal background check and Child Maltreatment Central Registry check.

5.03 An individual who receives a three-year Provisional Professional Teaching License shall complete, in the first year of provisional licensure, twenty-four (24) hours of training in pedagogy as determined by the Department of Education.

5.03.1 The twenty-four (24) hours of training in pedagogy are in addition to and not considered a part of the sixty (60) hours of professional development required for a Standard Teaching License.

5.04 To obtain a Standard Teaching License, an individual holding a Provisional Professional Teaching License must:

5.04.1 Undergo a summative evaluation at the end of three (3) years of provisional licensure.;

5.04.1.1 The applicant must have been identified by the employing school district as proficient or above on the summative evaluation.

5.04.2 Submit passing scores on the state-required pedagogical assessment or its substantial equivalent for the content area in which the applicant seeks to teach;

5.04.2.1 The assessment shall be administered no earlier than the completion of the first academic school year of teaching and before the expiration of the three-year provisional license.

5.04.3 Provide a recommendation from the superintendent of the employing school district for full licensure; and

5.04.4 Pay applicable licensure fees as established by the State Board of Education pursuant to Ark. Code Ann. § 6-17-422(h)(3)(C).

~~**REQUIREMENTS FOR OBTAINING A NON-TRADITIONAL PROVISIONAL TEACHING LICENSE**~~

~~**4.03** To obtain a~~ **6.01** An Accelerated Teaching Program Provisional ~~Teaching~~ License ~~through NTLP a candidate must:~~

~~**4.03.1** Be admitted into the Arkansas Department of Education's Non-Traditional Teacher Licensure Program (NTLP);~~

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~~**4.03.2** Successfully complete the summer instructional modules; and~~

~~**4.03.3** Document appropriate employment as teacher of record, teaching a minimum of five hours per day in the appropriate licensure area(s), with a certified mentor approved by the ADE in an Arkansas public school or a private school within the state of Arkansas accredited by a nationally recognized accrediting association during the~~is a nonrenewable provisional ~~licensure period.~~

~~**4.03.3.1** If employment is not secured by September 1, of the year of admission into the NTLP, the~~ teaching license valid for the term of the accelerated teaching program issued to a participant ~~shall accept~~in an accelerated teaching ~~employment (if offered) working in conjunction with the ADE Office of Teacher Recruitment.~~

~~**4.03.3.2** If the candidate does not accept said employment, he or she may be administratively withdrawn from the~~ program~~.~~

~~**4.03.3.3** If appropriate employment is not found by the candidate or the Office of Teacher Recruitment, the candidate shall be maintained on "hold" (one year only), until~~ who meets the following ~~year.~~

~~**4.03.3.4** A candidate on "hold" shall not be issued a license and shall be required to teach the following year. (The candidate shall still be required to complete two years of teaching within a three-year period.)~~

~~**4.04** A one-year Provisional teaching license is:~~

~~**4.04.1** Issued to NTL participants at the beginning of each year of the program;~~

~~**4.04.2** Effective as of August first of the year of issue; and~~

~~**4.04.3** Active for one year.~~

~~**4.05** Provisional licenses are issued to participants (in one license area, except as follows) based upon the areas and levels of teaching assignment approved by the State Board of Education.~~

~~**4.05.1** Secondary NTLP participants teaching in the content licensure areas of Mathematics, English, Science, Social Studies, Speech/ Drama, or any Foreign Language may be issued a license in two (2) of these areas. Participants may be licensed in both areas if they have successfully completed all content specific licensure Praxis exams, and have a teaching assignment, in both licensure areas. (Those candidates wishing to add~~

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social studies must also complete the required three (3) college credit hours of Arkansas History, in advance of licensure.)

4.05.1.1 A Journalism endorsement may be added as the second area of licensure to any of these five areas if the required program of study for Journalism has been successfully completed (including the required Praxis II assessment) and the teacher has a teaching assignment in Journalism.

4.05.1.2 An English Second Language (ESL) endorsement (grades 7-12) may be added as the second area of licensure to any of these five areas if the required program of study for ESL, or the ESL Academy for college credit, has been successfully completed (including the required Praxis II assessment) and the teacher has a teaching assignment in ESL.

4.05.2 An ESL endorsement (P-8) may be added to an Early Childhood (P-4) or Middle Childhood (4-8) provisional license if the required program of study for ESL, or the ESL Academy for college credit, has been successfully completed and the teacher has a teaching assignment in ESL.

4.05.2.1 The ESL endorsement does not allow teachers licensed in Early Childhood or Middle Childhood to "test-out" in any Secondary Licensure area.

4.05.3 A Coaching endorsement may be added as the second area of licensure to any license area if the required program of study for Coaching and the appropriate Praxis II assessment are successfully completed and the teacher has a position that requires a Coaching endorsement.

4.06 NTLP participants may not file an ALP or teach out-of-licensure area while enrolled in the NTLP.

5.0 GENERAL POLICIES AND PROCEDURES RELATING TO THE NON-TRADITIONAL PROVISIONAL TEACHING LICENSE

5.01 There are two tracks in the NTLP, a one-year program or a two-year program.

5.01.1 Candidates with a four-year degree who have completed a program of study in the field of Education (all coursework with the exception of Student Teaching) may be eligible to complete a one-year program if their degree was awarded within five years of the date of application.

5.01.2 Candidates with a four-year degree, who have not completed a program of study in the field of Education, or those whose Education degree was

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awarded more than five years before the date of application, must complete a two-year program.

5.02 Participants in the Non-Traditional Licensure Program shall:

5.02.1 Be employed as the teacher of record in an Arkansas school;

5.02.2 Teach a minimum of five hours per day in their licensure area(s);

5.02.2.1 Teach for one year, if in the one-year program; or
5.02.2.2 Teach for two years, if in the two-year program;

5.02.3 Be assigned to, and attend a Non-Traditional Licensure Program satellite site for instructional modules;

5.02.4 Be mentored according to the Arkansas Department of Education Teacher Induction Guidelines;

5.02.5 Complete all instructional modules prescribed by the Arkansas Department of Education;

5.02.6 Pass the appropriate state mandated pedagogical assessment; and

7.02.7 Adhere to and abide by all the policies and procedures as outlined in the published NTL Handbook for the year of admission.

5.03 The required NTL program prescribed by the Arkansas Department of Education includes:

5.03.1 Required Instructional Modules during the summer;

5.03.2 Required Instructional Modules during the school year;

5.03.3 Development of a professional portfolio;

5.03.4 Novice Teacher Induction (which includes Mentoring by a trained and certified mentor); and

5.03.5 Teaching a minimum of five hours per day (or the equivalent) in the licensure area(s).

5.04 Successful completion of the Non-Traditional Licensure Program may yield either an Initial or a Standard Teaching license:

5.04.1 To receive an Initial teaching license, the participant shall:

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5.04.1.1 Complete all NTL program requirements prescribed by the Arkansas Department of Education, and

5.04.1.2 Pass the appropriate state mandated pedagogical assessment(s).

5.04.2 To receive a Standard teaching license, the participant shall:

5.04.2.1 Complete all NTL program requirements prescribed by the Arkansas Department of Education;

5.04.2.2 Pass the appropriate state mandated pedagogical assessment(s); and

5.04.2.3 Successfully complete Induction.

5.04.3 If the pedagogical assessment is not successfully completed within the NTLP program period, a subsequent license will not be issued. The participant will be allowed to attend ADE scheduled remedial sessions for one year, during which time the participant may attempt to pass the assessment and, if successful, will be issued an Initial license.

5.04.4 If the pedagogical assessment is not successfully completed within the remedial year, the participant will be administratively withdrawn from the program.

5.05 Annual enrollment in the NTL program may be limited by:

5.05.1 Licensure requirements.

5.05.2 Licensure area and level of candidates (shortage areas may be given preference).

5.05.3 Program capacity (in which case applications will not be accepted after capacity is reached).

6.0 RULES PERTAINING TO NOVICE TEACHER INDUCTION FOR NON-TRADITIONAL NOVICE TEACHERS

6.01 All Arkansas School Districts shall implement, support, and monitor the quality of mentoring as outlined in ADE Induction Guidelines and the district's approved plan for mentoring.

6.01.1 Implementation of the district mentoring plan shall include:

6.01.1.1 Selecting mentor candidates according to the Arkansas Mentor Qualifications form; and

6.01.1.2 Providing a trained mentor for each NTL enrollee.

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6.01.2 Support includes:

6.01.2.1 Providing a minimum of two (2) hours every two weeks of released time (on average) during the contract day for the mentor and novice teacher to work together,

6.01.2.2 Assisting the novice and mentor to schedule focused observations and professional development activities, and

6.01.2.3 Providing activities for mentors and novice teachers, which engage them in collaborative dialogue, problem solving, and professional development

6.01.3 Monitoring of the quality of the district program is achieved by review of the required mentoring documentation by the District Project Director.

6.01.4 All observation documents shall be collected and maintained by the District's Project Director. At the end of the school year, the Professional Growth Plan and Observation forms shall become the sole possession of the Novice Teacher and shall not be utilized for employment decisions or employment evaluation decisions.

6.02 Mentoring observational information shall not be utilized in any way to make employment decisions unless students are at risk, either physically or emotionally.

7.0 GENERAL POLICIES PERTAINING TO LICENSES

7.01 NTL participants are issued the Provisional License in level(s)/area(s) of licensure based on having passed the assessment(s) in that licensure level(s)/area(s) and securing appropriate teaching employment in that level(s)/area(s) in accordance with the published NTL Handbook for the year of admission.

7.02 NTL participants will be issued either the Initial or Standard Teaching License in the level(s)/area(s) of licensure based on having passed the assessment(s) in that licensure level(s)/area(s) and successfully completing two years of employment in that level(s)/area(s) in accordance with the published NTL Handbook for the year of admission. (One year of teaching is permitted for those candidates who have been identified in the "one-year" program).

7.03 NTL teachers must teach in a traditional classroom setting. An ESL endorsement is granted to allow the NTL teacher to work with ELL students in the regular classroom environment. (This excludes the NTL teacher from being assigned to a transitional or any other non-regular classroom setting.)

7.04 Teachers who need a duplicate Arkansas teaching license must submit a completed application form (indicating "duplicate") to the Office of Professional Licensure.

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~~**7.04.1** A duplicate license will be issued only for a license that is current.~~

~~**7.05** All information and documentation submitted for an Arkansas Teacher License must be timely, accurate, authentic and unaltered in any way.~~

~~**7.05.1** Any license issued as a result of information submitted that is not in compliance with section 9.05 will be null and void and shall be rescinded by the Office of Professional Licensure, as authorized by the State Board of Education.~~

~~**7.06** The Office of Professional Licensure, as authorized by the State Board of Education, reserves the right to amend and/or rescind any Arkansas Teacher License that has been issued in error.~~

~~The Office of Professional Licensure, as authorized by the State Board of Education, reserves the right to non-renew a Non-Traditional Provisional License if the licensee does not successfully complete the required preparation modules, and non-renewal is recommended by the Non-Traditional Licensure Office. The Office of Professional Licensure shall not convert a provisional license to an initial license if the candidate fails to meet all~~ criteria ~~of the NTL program.~~ :

6.0 ACCELERATED TEACHING PROGRAM PROVISIONAL AND STANDARD LICENSURE

~~10.0 TEACH FOR AMERICA PROVISIONAL AND STANDARD LICENSURE~~

~~**10.01** A Teach for America Provisional License is a provisional license issued to participants in Teach for America and is valid for up to two (2) years as long as the individual:~~

6.01 An Accelerated Teaching Program Provisional License is a nonrenewable provisional teaching license valid for the term of the accelerated teaching program issued to a participant in an accelerated teaching program who meets the following criteria:

6.01.1 Is a participant in ~~Teach for America~~an accelerated teaching program;

6.01.2 Passes a criminal background check and Child Maltreatment Central Registry check;

6.01.3 Submits an official score report reflecting passing scores, as approved by the State Board of Education, on all appropriate state-mandated content knowledge assessment(s) for the specific licensure area(s) sought;

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6.01.4 Is teaching in an Arkansas public school; and

6.01.5 Successfully completes three (3) college credit-hours of Arkansas History, if required by the grade level or content area in which the participant is teaching, at an institution of higher education that is regionally or nationally accredited by an accrediting organization recognized by the U.S. Department of Education or the Council for Higher Education Accreditation, within one (1) year of the issuance of the provisional license.

6.02 So long as an individual possesses ~~a Teach for America~~an Accelerated Teaching Program Provisional License, the individual must participate in mentoring as provided in ~~Section 8.0~~the Arkansas Department of ~~these~~Education Rules Governing Educator Licensure, or ~~its~~a substantial equivalent ~~as~~ offered by ~~Teach for America~~the accelerated teaching program and approved by the Department.

6.03 To obtain a Standard Teaching License, an individual ~~holding a Teach for America Provisional License~~who has completed an accelerated teaching program must:

6.03.1 Submit an application for licensure;

6.03.2 Furnish evidence of successful completion of the ~~two-year Teach for America~~accelerated teaching program;

6.03.3 Pass a criminal background check and Child Maltreatment Central Registry check;

6.03.4 Submit an official score report reflecting passing scores, as approved by the State Board of Education, on all appropriate state-mandated pedagogical and content-area assessment(s); and

6.03.5 If required by the grade level or content area for which the applicant seeks licensure, furnish evidence of successful completion of three (3) college credit-hours of Arkansas History at an institution of higher education that is regionally or nationally accredited by an accrediting organization recognized by the U.S. Department of Education or the Council for Higher Education Accreditation.

6.04 An applicant who meets all requirements of Section 6.03 except completion of the three-hour Arkansas History course and who has not previously held an Accelerated Teaching Program Provisional License may complete the Arkansas History requirement under a one-year nonrenewable Provisional Teaching License. If the Arkansas History requirement is completed during the one-year

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provisional licensure period, the applicant may be issued a Standard Teaching License.

7.0 MASTER'S DEGREE IN TEACHING PROVISIONAL AND STANDARD LICENSURE

7.01 An individual enrolled in a master's degree in teaching program (MAT, M.Ed., or MTLL) may obtain a Provisional Teaching License if the individual:

7.01.1 Submits evidence of enrollment in a master's degree in teaching program that:

7.01.1.1 Is from an institution of higher education that is regionally or nationally accredited by an accrediting organization recognized by the U.S. Department of Education or the Council for Higher Education Accreditation; and

7.01.1.2 Either has attained recognition from its affiliated Council for Accreditation of Educator Preparation (CAEP) Specialized Professional Association (SPA), is accredited by a CAEP recognized organization associated with the field of study, or is recommended for approval based upon results of a CAEP or state review of the program;

7.01.2 Maintains a grade point average of 2.75 in the master's degree in teaching program;

7.01.3 Passes a criminal background check and Child Maltreatment Central Registry check;

7.01.4 Documents employment as a teacher-of-record, teaching a minimum of three (3) hours per day in the appropriate licensure area(s), with a certified mentor approved by the ADE in an Arkansas public school during the provisional licensure period.

7.02 A Provisional Teaching License under this Section 7 is issued in one (1) license area (except as follows) based upon the areas and levels of teaching assignment approved by the State Board of Education.

7.02.1 A Provisional Teaching License under this Section 7 may be issued in two (2) secondary licensure content areas or in one (1) license content area with one (1) endorsement added.

7.02.2 An applicant for a provisional license in two (2) areas must successfully complete all state-mandated content specific licensure

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assessments for both areas, and have a teaching assignment, in both licensure areas.

7.02.3 An applicant for a provisional license in one (1) licensure area may add one (1) endorsement if the applicant completes the required program of study, if applicable for the endorsement, successfully completes the state-mandated assessment for the endorsement, and has a teaching assignment in the endorsement area.

7.03 To obtain a Standard Teaching License under these Rules, an individual holding a master's degree in teaching (MAT, M.Ed., or MTLL) must:

7.03.1 Submit official transcript(s) documenting an awarded master's degree in teaching from an institution of higher education that is regionally or nationally accredited by an accrediting organization recognized by the U.S. Department of Education or the Council for Higher Education Accreditation, and whose teacher preparation program is:

7.03.1.1 Nationally accredited by an accrediting organization recognized by the U.S. Department of Education or the Council for Higher Education Accreditation;

7.03.1.2 Accredited by the ~~National Council for Accreditation of Teacher Education (NCATE),~~ Teacher Education Accreditation Council (TEAC~~),~~) or Council for Accreditation of Educator Preparation (CAEP); or

7.03.1.3 Approved by a member entity of the National Association of State Directors of Teacher Education and Certification (NASDTEC);

7.03.2 Pass a criminal background check and Child Maltreatment Central Registry check;

7.03.3 Submit an official score report reflecting passing scores, as approved by the State Board of Education, on the appropriate state-mandated pedagogical and content-area assessment(s);

7.03.4 If required by the grade level or content area for which the applicant seeks licensure, furnish evidence of successful completion of three (3) college credit-hours in Arkansas History at an institution of higher education that is regionally or nationally accredited by an accrediting organization recognized by the U.S. Department of Education or the Council for Higher Education Accreditation; and

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7.03.5 If required by the grade level or content area for which the applicant seeks licensure, furnish evidence of successful completion of six (6) college credit-hours ~~in Methods of Teaching Reading (completed with a grade of "C" or better)~~of instruction in reading that includes at a minimum theories and strategies for teaching reading, diagnosis of reading difficulties, intervention strategies for struggling readers, and disciplinary literacy, and either a 3-hour course in disciplinary literacy at an institution of higher education that is regionally or nationally accredited by an accrediting organization recognized by the U.S. Department of Education or the Council for Higher Education Accreditation~~.~~ or a 45-hour professional development piece in disciplinary literacy through ArkansasIDEAS (completed with a grade of "B" or better).

7.03.6 For an applicant who was not employed as a teacher-of-record and did not hold a Master's Degree in Teaching Provisional License under this section, a one-year, non-renewable provisional teaching license shall be available for an applicant who holds a master's degree in teaching ~~but~~if the applicant has not successfully completed the instruction in reading and disciplinary reading required ~~three (3) hours of Arkansas History or six (6) hours of Methods of Teaching Reading~~under Section 7.03.5.

7.03.7 Submit documentation of the completion of the following professional development, which may be obtained through the ArkansasIDEAS Portal, the applicant's teacher education program, or other method of delivery approved by the Department under the Rules Governing Professional Development:

7.03.7.1 Two (2) hours of parental involvement;
7.03.7.2 Two (2) hours of child maltreatment training; and
7.03.7.3 Two (2) hours of teen suicide awareness and prevention.

7.04 An individual receiving a Standard Teaching License under ~~these Rules~~ this Section 7 who was not employed in a public school while in a Master's Degree in Teaching program shall upon employment in a public school participate in mentoring as ~~provided in Section 8.0 of these~~required by the Rules Governing Educator Licensure, unless the individual has completed mentoring or ~~its~~a substantial equivalent ~~within one (1) year prior~~ in an in-state private school or border-state private or public school settings where Common Core and other content standards adopted by the State Board are taught and faculty are subject to ~~the date of licensure~~an evaluation system that uses a framework substantially similar to Arkansas' TESS.

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ARKANSAS DEPARTMENT OF EDUCATION
RULES GOVERNING PROFESSIONAL DEVELOPMENT
~~December 2013~~Proposed Effective Date July 1, 2014

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1.0 Regulatory Authority

1.01 These Rules shall be known as the Arkansas Department of Education Rules Governing Professional Development.

1.02 Arkansas law requires the following professional development be provided for educators:

1.02.1 School districts shall provide ten (10) contract days of professional development in the basic contract for teachers under Ark. Code Ann. § 6-17-2402;

1.02.2 Higher education shall provide professional development within teacher preparation programs on:

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

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1.02.2.2 Dyslexia, under Ark. Code Ann. § 6-41-609; and

1.03 The State Board of Education (SBE) enacts these ~~Rules~~rules pursuant to its authority as set forth in Ark. Code Ann. §§ 6-10-122, 6-10-123, 6-11-105, 6-15-1004, 6-15-1703, 6-17-701 et seq., 6-17-2402, 6-20-2204, 6-20-2305, 6-41-609, 6-61-133, and 25-15-201 et seq., and Act 2 of the 2013 First Extraordinary Session.

2.0 Purposes

2.01 It is the purpose of these Rules to develop a high quality professional development system for all educators.

2.02 The purpose of professional development is to improve knowledge and skills in order to facilitate individual, team, school-wide, and district-wide improvement designed to ensure that all students demonstrate proficiency on the state academic standards.

3.0 Definitions

~~3.01 Professional Development – a set of coordinated planned learning activities for educators that:~~

~~3.01.1 Improves the knowledge, skills, and effectiveness of teachers, including the ability to apply what is learned;~~

~~3.01.2 Improves the knowledge and skills of administrators and paraprofessionals concerning effective instructional strategies, methods, and skills, including the ability to apply what is learned;~~

~~3.01.3 Leads to improved student academic achievement;~~

~~3.01.4 Is research-based and standards-based;~~

~~3.01.5 May incorporate educational technology as a component of the professional development; and~~

~~3.01.6 May provide educators with knowledge and skills needed to teach:~~

~~3.01.6.1 Students with disabilities, including without limitation, autism;~~

~~3.01.6.2 Culturally and linguistically diverse students; and~~

~~3.01.6.3 Gifted students.~~

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~~3.02 Educator – any individual holding a license issued by the State Board of Education, specifically including without limitation teachers, administrators, library media specialists, and counselors.~~

3.01 **ADE** – Arkansas Department of Education.

3.02 **Approved Professional Development Provider** - any organization which provides content for professional development credit, whether delivered in a face-to-face or electronic mode of delivery, whose content has been approved by the ADE to meet the annual professional development credit requirements imposed upon educators by Arkansas Statutes and ADE Rules.

3.03 **ArkansasIDEAS** – is Internet Delivered Education for Arkansas Schools, a partnership between the ADE and the Arkansas Educational Television Network (AETN) to provide through the AETN access to high-quality, online professional development for Arkansas licensed educators.

3.04 **Arkansas Comprehensive School Improvement Plan (ACSIP)** – a plan developed by a local school team based on an analysis of student performance data and other relevant data that provides a plan of action to address deficiencies in student performance and any academic achievement gap as evidenced in the Arkansas Comprehensive Assessment Program as defined in ADE rules.

3.05 **Educator** – any individual holding a license issued by the State Board of Education, specifically including without limitation teachers, administrators, library media specialists, and counselors.

3.06 **Illness** – means disorder of health of an educator or an educator's immediate family (to include a spouse, child, parent, or other relative living in the same household as the educator).

3.07 **LEADS** – the Leader Excellence and Development System.

3.08 **Learning Teams** – a group of educators who meet regularly as a team to identify essential and valued student learning, develop common formative assessments, analyze current levels of achievement, set achievement goals, share strategies, and then create lessons to improve upon those levels.

~~3.06 Study Groups – a group of educators who meet to learn, implement, and reflect on research-based techniques in a focus area(s). Members read and discuss current research, examine and reflect on effective instruction, or examine student work.~~

~~3.07 Professional Development Plan – outlines the professional development program of activities for a district, school, or educator that is based on student data and is aligned to the ACSIP.~~

~~3.08 Approved Professional Development Provider – means any organization which provides content for professional development credit, whether delivered in a face-to-face or electronic mode of delivery, whose content has been approved by the ADE to meet the annual professional development credit requirements imposed upon educators by Arkansas Statutes and ADE Rules.~~

3.09 **Mentoring/coaching** – ~~means~~ increasing the capacity for coaching and mentoring others to assist in growth of instructional skills and effectiveness of colleagues.

3.10 ~~One~~**Professional Development Day** – one (1) professional development day is equal to six (6) hours of professional development credit.

3.11 **Professional Development Plan** – outlines the professional development program of activities for a district, school, or educator that is based on student data, is aligned to the ACSIP, and for an educator incorporates the educator's professional growth plan.

3.12 **Professional Development Program ("Program")** – a course of instruction intended to provide content that fulfills the requirement for professional development credit for educators.

3.13 **Professional Growth Plan** – is an educator's plan for professional growth that:

3.13.1 Identifies professional learning outcomes to advance the educator's professional skills; and

3.13.2 Clearly links professional development activities and the educator's individual professional learning needs identified through TESS or LEADS.

3.14 **Study Groups** – a group of educators who meet to learn, implement, and reflect on research-based techniques in a focus area(s). Members read and discuss current research, examine and reflect on effective instruction, or examine student work.

3.15 **TESS** – the Teacher Excellence and Support System.

~~3.12 Illness – means disorder of health of an educator or an educator's immediate family (to include a spouse, child, parent, or other relative living in the same household as the educator).~~

~~3.13 ADE – means the Arkansas Department of Education.~~

~~4.0 Minimum Annual Requirements for Licensure~~Professional Development Generally

~~4.01 All educators shall complete sixty (60) hours of approved professional development each year required under these Rules.~~

4.01 Professional development is a set of coordinated planned learning activities for educators that:

4.01.1 Improves the knowledge, skills, and effectiveness of teachers, including the ability to apply what is learned;

4.01.2 Improves the knowledge and skills of administrators and paraprofessionals concerning effective instructional strategies, methods, and skills, including the ability to apply what is learned;

4.01.3 Leads to improved student academic achievement;

4.01.4 Is research-based and standards-based;

4.01.5 May incorporate educational technology as a component of the professional development, including without limitation taking or teaching an online or blended course; and

4.01.6 May provide educators with knowledge and skills needed to teach:

4.01.6.1 Students with intellectual disabilities, including without limitation, Autism Spectrum Disorder;

4.01.6.2 Students with specific learning disorders, including without limitation dyslexia;

4.01.6.3 Culturally and linguistically diverse students; and

4.01.6.4 Gifted students.

4.02 The ~~60 hours~~annual professional development requirement must be fulfilled between July 1 and June 30 ~~or June 1 and May 31 as approved by the local district. The local district shall document the district's option~~ unless the employing school district approves and documents the professional development year as between June 1 and May 31.

~~4.02.1 For educators and administrators who are not currently employed by a school district, the educator shall fulfill the professional development requirement as provided in the Arkansas Department of Education Rules Governing Educator Licensure.~~

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4.03 ~~Approved professional~~Profesional development activities that occur during the instructional day or outside the educator's annual contract days may apply toward the ~~60 hour~~ minimum professional development requirement.

~~4.04 Educators in positions not directly related to instructional activities shall be responsible for completing sixty (60) hours of professional development each year. However, the focus of their professional development may be prorated among those areas specifically related to their job assignment as approved by the employing education agency.~~

4.04 Any educator who misses any part of regularly scheduled professional development activities for any reason (such as illness) must make up that time in other approved professional development activities so that the ~~60 required~~ hours of professional development required annually are earned during the approved timeframe required under Section 4.02 of these ~~Rules~~rules, except as provided below:

4.04.1 If the educator is absent because of illness of the educator or the educator's immediate family, the educator shall be allowed to make up the hours missed during the remainder of the current school year or succeeding school year.

4.04.2 An educator shall complete any missed hours of professional development through professional development that is:

4.04.2.1 Substantially similar to the professional development missed and approved by the person responsible for the educator's summative evaluation under the Teacher Excellence and Support System; and

4.04.2.2 Delivered by any method, online or otherwise, approved by ADE under these ~~Rules~~rules.

4.05 Any educator who provides approved professional development may count two (2) hours professional development credit for each one (1) hour of time spent in presenting professional development content.

4.06 College Courses

4.06.1 A three-hour undergraduate or graduate-level college credit course from an accredited college or university counts as fifteen (15) hours of professional development, if the college credit:

4.06.1.1 Is related to and enhances the educator's knowledge of the subject area in which the educator is currently employed and is related to the educator's professional

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l~~earning~~ growth plan under the Arkansas Department of Education Rules Governing the Teacher Excellence and Support System;

4.06.1.2 Is part of the requirement for the educator to obtain additional certification in a subject matter that has been designated by the ADE as having a critical shortage of educators; or

4.06.1.3 Is otherwise approved by the ADE as a graduate level course eligible for professional development credit.

4.06.1.4 No more than half of the ~~required 60 hours of~~ professional development requirement for licensure ~~time~~ may be met through college credit hours.

4.06.2 Graduate level courses in educational leadership are eligible for professional development credit based on approval by the ADE. The focus of the course must specifically relate to the job assignment as approved by the employing educational agency.

4.07 No later than the end of the 2014-2015 school year all educators holding a current license on the effective date of these rules shall obtain professional development in dyslexia awareness.

5.0 Minimum Annual Requirements for Schools and School Districts

5.01 The basic contract for an educator shall contain ten (10) days of professional development as required by Ark. Code Ann. § 6-17-2402(1).

5.02 Each school district and school shall develop and implement a professional development plan.

5.03 Teachers, administrators, and paraprofessionals shall be involved in the design, implementation and evaluation of their respective professional development offerings under the school and school district professional development plan.

6.0 Minimum Annual Requirements for Licensure for Educators Employed in Public School Educational Environments under a 190-day contract

6.01 This section applies only to educators who are employed by a public school, school district, public charter school, or education service cooperative under a contract that includes ten (10) days of professional development each year under Ark. Code Ann. § 6-17-2402.

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6.02 Each educator under this section shall have a professional development plan under which the employing entity provides ten (10) professional development days (a minimum of sixty (60) hours). Of that sixty (60) hours, thirty-six (36) hours are required for renewal of an educator's license.

6.03 Professional development hours under this section shall be credited toward the minimum requirement for licensure in the following priority:

6.03.1 The professional development required in the educator's professional growth plan under the requirements of TESS or LEADS.

6.03.2 All other professional development in the educator's professional growth plan, including:

6.03.2.1 Scheduled professional development under Section 8 of these rules; and

6.03.2.2 Required professional development for specific licensure areas under Section 9 of these rules.

6.03.2.3 TESS training under A.C.A. § 6-17-2804 and the ADE Rules Governing the Teacher Excellence and Support System;

6.03.2.4 LEADS training under the ADE Rules Governing the Leader Excellence and Development System;

6.03.2.5 Training required by ADE under ACSIP, academic distress, fiscal distress, and facilities distress laws and rules;

6.03.2.6 Up to two (2) professional development days for attendance at instructional professional development sessions conducted by bona fide professional organizations and approved by ADE (under A.C.A. § 6-17-702); and

6.03.2.7 Each hour of staff development or training identified in a school or school district professional development plan included in the school or school district professional development plan that is mandated by law or by rule, including without limitation in the following areas:

6.03.2.7.1 School Fire Marshal Program under A.C.A. § 6-10-110;

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6.03.2.7.2 Tornado safety under A.C.A. § 6-10-121;

6.03.2.7.3 Literacy assessment and/or mathematics assessment under A.C.A. § 6-15-420;

6.03.2.7.4 Test security and confidentiality under A.C.A. § 6-15-438;

6.03.2.7.5 Emergency plans for terrorist attacks under A.C.A. § 6-15-1302; and

6.03.2.7.6 Annual active shooter drills under A.C.A. § 6-15-1303;

6.03.2.7.7 Student discipline training under A.C.A. § 6-18-502;

6.03.2.7.8 Anti-bullying policies under A.C.A. § 6-18-514; and

6.03.2.7.9 Student Services Program under A.C.A. § 6-18-1004.

6.04 An educator may be entitled to up to twelve (12) hours of professional development credit approved by the school or school district~~/school~~ which may be applied toward the sixty (60) hour professional development requirement for ~~that~~the time period at the beginning of each school year ~~which~~that is used to plan and prepare curriculum or develop other instructional material, provided the educator spends the time:

6.04.1 ~~The time is spent in~~In his/her instructional classroom, office or media center at the public school;

6.04.2 ~~The time is prior~~Prior to the first student teacher interaction day of the school year; and

6.04.3 ~~The time is spent in~~In the focus areas listed in Section 9.02 of these ~~Rules,~~rules and may include, but ~~are~~is not limited to, time spent in the following areas:

6.04.3.1 Grade level and/or vertical team planning to integrate subject areas;

6.04.3.2 Team work to analyze student data;

6.04.3.3 Team work to develop academic improvement plans (AIP) or individual educational programs (IEP);

6.04.3.4 Developing and/or revising curriculum, including student-centered units and assessments aligned to state curriculum frameworks;

6.04.3.5 Professional book studies;

6.04.3.6 Developing intervention strategies to support remediation and/or acceleration;

6.04.3.7 Developing and/or revising the Arkansas Comprehensive School Improvement Plan (ACSIP);

6.04.3.8 Pursuing study as noted in an educator's professional ~~learning~~growth plan; and

6.04.3.9 Arkansas ~~-~~IDEAS, on-line professional development~~,~~ related to ACSIP or the educator's professional ~~learning~~growth plan.

6.04.3.9.1 An educator who obtains professional development from ArkansasIDEAS for the purpose of this subsection 6.04.3.9 may also use ArkansasIDEAS to obtain other professional development under these ~~Rules~~rules.

6.04.4 No professional development credit shall be given for activities under Section 6.04 of these ~~Rules~~rules unless those activities meet the criteria and standard requirements under Sections 10.01 and 10.02 of these ~~Rules~~rules. Specific activities which do not qualify include without limitation:

6.04.4.1 Making and putting up bulletin boards;

6.04.4.2 Clerical work associated with documents such as ACSIP, AIP and IEPs; and

6.04.4.3 Administrative faculty or team administrative meetings.

6.04.5 Educators shall be entitled to earn one (1) hour of professional development credit for each hour of approved preparation under this Section 6.04, not to exceed twelve (12) hours.

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6.05 Nothing in this Section 6 shall prevent or restrict a school district from requiring additional in-service training.

7.0 Minimum Requirements for Licensure for Educators Not Employed in Public School Educational Environments under a 190-day contract

7.01 Each educator who is not employed by a public school, school district, public charter school, or education service cooperative under a contract that includes ten (10) days of professional development shall obtain thirty-six (36) hours of professional development annually for renewal of the educator's license

7.02 The 36 hours shall include all professional development for child maltreatment mandated reporter and teen suicide awareness and prevention under Section 8 of these rules.

8.0 Scheduled Professional Development

8.01 The professional development required under this ~~Section 5 shall not be provided by a school district or open-enrollment public charter school, but shall be~~ Section 8 shall include content that is provided by:

8.01.1 ADE, including ArkansasIDEAS;

8.01.2 An institution of higher education; or

8.01.3 A provider approved by ADE~~, including an education service cooperative.~~; or

8.01.4 An education service cooperative.

8.02 The two (2) hours in each area of professional development required under this Section 8 shall be counted in the school year in which the professional development is taken toward the minimum number of hours of professional development required for educators for that school year.

8.03 If an educator obtains additional hours above the minimum requirements of this Section 8, the educator may count those additional hours toward the total minimum hours of professional development required for educators for that school year.

8.04 A school district or an open-enrollment public charter school shall make available to the appropriate educator professional development on the following schedule as part of the ~~60 hour~~ minimum annual requirement for professional development:

8.04.1 Child Maltreatment Mandated Reporter

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8.04.1.1 In the 2013-2014 school year and every fourth year thereafter, all educators shall obtain two (2) hours of professional development in:

8.01.4.1.1 Recognizing the signs and symptoms of child maltreatment;

8.01.4.1.2 The legal requirements of the Child Maltreatment Act, Ark. Code Ann. § 12-18-101 et seq., and the duties of mandated reporters under the Act;

8.01.4.1.3 Methods for managing disclosures regarding child victims; and

8.01.4.1.4 Methods for connecting a victim of child maltreatment to appropriate in-school services and other agencies, programs, and services needed to provide the child with the emotional and educational support the child needs to continue to be successful in school.

8.04.1.2 The child maltreatment professional development required under this section shall be based on curriculum approved by the Arkansas Child Abuse/Rape/Domestic Violence Commission and may be obtained in-person or online.

8.04.2 Parent Involvement

8.04.2.1 In the 2014-2015 school year and every fourth school year thereafter, each teacher shall be required to have two (2) hours of professional development designed to enhance understanding of effective parent involvement strategies.

8.04.2.2 In the 2014-2015 school year and every fourth school year thereafter, each administrator shall be required to have two (2) hours of professional development designed to enhance understanding of effective parent involvement strategies and the importance of administrative leadership in setting expectations and creating a climate conducive to parent participation.

8.04.3 Teen Suicide Awareness and Prevention

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8.04.3.1 In the 2015-2016 school year and every fourth school year thereafter, all educators shall obtain two (2) hours of professional development in teen suicide awareness and prevention.

8.04.3.2 The required professional development under this section may be accomplished by self-review of suitable suicide prevention materials approved by ADE.

8.04.4 Arkansas History

In the 2016-2017 school year and every fourth school year thereafter, each teacher who provides instruction in Arkansas history shall obtain two (2) hours of professional development in Arkansas history.

9.0 Requirements for Specific Licensure Areas

9.01 Administrator

9.01.1 ~~For each administrator, the sixty (60) hour professional development requirement shall include~~Each administrator shall obtain training in data disaggregation, instructional leadership, and fiscal management.

9.01.1.1 This training may include without limitation the Initial, Tier 1 (twelve (12) hours) and Tier 2 (four) (4) hours) training required for superintendents and district designees by the Arkansas Department of Education Rules Governing the Arkansas Financial Accounting and Reporting System and Annual Training Requirements.

9.01.2 An applicant for a building-level administrator license shall successfully complete the teacher evaluation professional development program.

9.01.2.1 An educator who receives an initial building level administrator's license shall complete the credentialing assessment for the teacher evaluation professional development program either before or after receiving the initial building level administrator's license.

9.02 Athletic Coaches

At least once every three (3) years, each person employed as an athletic coach shall obtain training in recognition and management of the following events or

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conditions that may be encountered by a student during athletic training and physical activities:

9.02.1 A concussion, dehydration, or other health emergency;

9.02.2 An environmental issue that threatens the health or safety of students; and

9.02.3 A communicable disease.

9.02.4 The training may include a component on best practices for a coach to educate parents of students involved in athletics on sports safety.

9.03 Advanced Placement

Each hour of approved training received by educators related to teaching an advance placement class for a subject covered by the College Board and Educational Testing Service shall count as professional development up to a maximum of thirty (30) hours annually.

9.04 Adult Education

Educators working solely part time in one of the following settings shall ~~be required to~~ obtain thirty (30) hours of professional development~~.~~ annually for licensure:

9.04.1 Adult basic education;

9.04.2 General adult education;

9.04.3 English as a second language for adults; and

9.04.4 General Educational Development Test examiners.

10.0 Professional Development Criteria

10.01 All approved professional development shall be aligned to the standards developed by the State Board of Education.

10.02 Approved professional development activities shall relate to the following focus areas:

10.02.1 Content (K-12);

10.02.2 Instructional strategies;

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10.02.3 Assessment/data-driven decision making;

10.02.4 Advocacy/leadership/fiscal management;

10.02.5 Systemic change process;

10.02.6 Standards, frameworks, and curriculum alignment;

10.02.7 Supervision;

10.02.8 Mentoring/peer coaching;

10.02.9 Next generation learning/integrated technology;

10.02.10 Principles of learning/developmental stages/diverse learners;

10.02.11 Cognitive research;

10.02.12 Parent involvement/academic planning & scholarship;

10.02.13 Collaborative learning community;

10.02.14 Student health and wellness, which may include but is not limited to:

10.02.14.1 ~~antibullying~~Antibullying policies;

10.02.14.2 ~~appropriate~~Appropriate training for anticipated rescuers in the use of -automated external defibrillator or cardiopulmonary resuscitation; and

10.02.15 The Code of Ethics for Arkansas Educators.

10.03 Approved professional development takes on many forms and may be earned in the following ways:

10.03.1 Conferences/workshops/institutes

10.03.2 Mentoring/peer coaching;

10.03.3 Study groups/learning teams;

10.03.4 National Board for Professional Teaching Standards Certification;

10.03.5 Distance and online learning;

10.03.6 Internships;

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10.03.7 State/district/school programs;

10.03.8 College/university course work;

10.03.9 Action research; or

10.03.10 Individually-guided, as noted in an educator's individual professional development plan.

10.04 Requirements for ArkansasIDEAS include:

10.04.1 The ADE shall determine the content and approve all professional development delivered through the Arkansas On-line Professional Development Initiative that counts toward the professional development required ~~sixty (60) hours~~under these rules.

10.04.2 The ADE shall select courses/products, which are research-based and are available from sources, with expertise in technology delivered professional development courses.

10.04.3 Online professional development courses shall include online registration, assessment, course evaluation, and attendance and completion documents.

~~**9.0 School and School District Professional Development Plans**~~

~~9.01 Each school district and school shall develop and implement a professional development plan.~~

~~9.01.1 Teachers, administrators, and paraprofessionals shall be involved in the design, implementation and evaluation of their respective professional development offerings under the school and school district professional development plan.~~

~~9.01.2 An educator may count toward the 60-hour minimum professional development requirement under these rules each hour of training included in the professional development plan that is mandated by law or by rule, including without limitation in the following areas:~~

~~9.01.2.1 School Fire Marshal Program under A.C.A. § 6-10-110;~~

~~9.01.2.2 Tornado safety under A.C.A. § 6-10-121;~~

~~9.01.2.3 Literacy assessment and/or mathematics assessment under A.C.A. § 6-15-420;~~

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9.01.2.4 Test security and confidentiality under A.C.A. § 6-15-438;

9.01.2.5 Emergency plans for terrorist attacks under A.C.A. § 6-15-1302;

9.01.2.6 Anti-bullying policies under A.C.A. § 6-18-514;

9.01.2.7 Teacher Excellence and Support System under A.C.A. § 6-17-2804;

9.01.2.8 Student discipline training under A.C.A. § 6-18-502;

9.01.2.9 Student Services Program under A.C.A. § 6-18-1004;

9.01.2.10 Training required by ADE under academic, fiscal, and facilities distress laws and rules; and

9.01.2.11 Annual active shooter drills under Act 484 of 2013.

9.02 School Improvement and ACSIP

9.02.1 School and district professional development plans shall be included in the Arkansas School Improvement Plan (ACSIP) and shall be reviewed annually by the school/district and the ADE.

9.02.2 The ACSIP will include an assurance statement that each educator in the school/district shall have an individual professional development plan that has been developed in cooperation and collaboration with the educator and the school and/or district consistent with the Teacher Effectiveness and Support System.

9.02.3 ADE may require specific professional development programs for the district or the school designated in school improvement or academic distress.

9.02.4 These requirements may become part of the district or school school improvement plan.

10.0 Educator Professional Learning Plans

10.01 Each educator, working together with the educator's evaluator, shall develop a professional learning plan for the educator that meets the requirements of the Teacher Excellence and Support System.

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~~10.01.1 For a teacher in intensive support status, the evaluator or an administrator designated by the evaluator shall have final approval of the educator's professional learning plan as required by the Arkansas Department of Education Rules Governing the Teacher Excellence and Support System.~~

11.0 Provider and Program Approval Process

11.01 All professional development providers and programs must be approved by the ADE in order to provide credit toward the ~~60 hour requirement.~~ annual professional development required for licensure under these rules.

11.01.1 The following entities and agencies are not required to obtain approval as an Approved Professional Development Provider:

11.01.1.1 An Arkansas public school district that provides a professional development program solely to its own personnel;

11.01.1.2 An Education Cooperative that provides professional development to districts/schools;

11.01.1.3 The Arkansas Department of Education;

11.01.1.4 The Arkansas Department of Career Education; and

11.01.1.5 The Arkansas Department of Human Services Division of Child Care and Early Childhood Education.

11.02 At least thirty (30) days before a program is offered to educators, the professional development provider shall provide a detailed description of the entire program including staff qualifications to the ADE in an electronic format prescribed by ADE.

11.03 The ADE shall promptly review the content of the program for compliance with all applicable statutes and ADE rules to determine if any or all of the program content shall be deemed to provide professional development credit and shall establish the time period the professional development provider is approved to offer the program.

11.04 Upon notification by the ADE of approval of the program (or a part or parts thereof) for professional development credit, the professional development provider may enroll participants in the program and offer the program for professional development credit for the set time period.

11.05 The program provider shall be responsible for the preparation and dissemination of proof of completion of the program (or parts thereof) to all attendees. All such

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proofs, or copies thereof, shall be submitted by the attendees who are employed by an Arkansas school district to the superintendent of the district.

12.00 Funding

12.01 Professional Development Funding provided under Ark. Code Ann. § 6-20-2305 must be directed to activities that meet the conditions described in these ~~Rules~~rules and shall not be used for any other purpose unless otherwise allowed by law or rule.

13.00 Reporting, Monitoring, and Evaluation

13.01 Each school district shall maintain all documents for its employees ~~which~~that reflect completion of approved professional development programs, whether such programs were provided by an outside organization or by the district itself.

13.02 Each school district shall report the amount of all professional development programs completed by its employees to the ADE at the time and in the manner specified by the ADE.

13.03 The ADE may monitor all school districts~~,~~ and all educators to whom these ~~Rules~~rules apply~~,~~ for compliance with these requirements~~,~~ and may administer appropriate sanctions specified in statute and ~~Rule~~rule, including the Arkansas Department of Education Rules Governing the Code of Ethics for Arkansas Educators, to any district or educator whom it finds to be in noncompliance or for dishonesty in reporting under these ~~Rules~~rules.

13.03.1 Regular monitoring activities of the professional development requirements within these ~~Rules~~rules shall occur when the superintendent of the school district provides written assurance to the Commissioner of Education as required by law. However, the ADE may directly monitor the professional development activities of any school or school district to determine compliance with the professional development requirements.

13.04 The criteria for evaluating the impact of professional development in a school or school district ACSIP plan shall be the improvement of student achievement on state-mandated assessments, other related indicators as defined by ACTAAP, and the evaluations of the professional development offerings. These data shall be used to revise ACSIP and the district, school and individual professional development plans associated with the local improvement plan.

13.05 All institutions of higher education shall maintain documentation for employees who wish to meet the professional development hours to maintain a license under these rules.

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Arkansas Department of Education
Rules Governing Eligibility and Financial Incentives
For Arkansas Leadership Academy Master ~~School Principal Designation~~Principal Program
~~September 2007~~_____, 2014

1.0 Regulatory Authority

1.01 These rules shall be known as the Arkansas Department of Education (Department) Rules Governing the Arkansas Leadership Academy Master ~~School Principal Designation (Master~~ Principal Program~~)~~.

1.02 These rules are enacted under the Arkansas State Board of Education's (State Board) authority pursuant to Ark. Code. Ann. §§ 6-11-105, 6-17-1601 et seq.~~, and~~ 25-15-201 et seq., and Act 459 of 2013.

2.0 Purpose

2.01 ~~There are two (2) purposes~~ The purpose of these rules is:

2.01.1 The improvement of student learning by strengthening principal leadership;

2.01.2 The ~~and the~~ encouragement of principals to participate in and complete the Master ~~School~~ Principal Program by authorizing the Department to pay full incentive bonuses to participants;

2.01.3 The establishment of ~~and by establishing~~ eligibility requirements; and

2.01.~~2~~4 The establishment of the mechanism for the payment to principal participants, as determined by the amount of funding available for the program.

Source: Ark. Code Ann. § 6-17-1602

3.0 Definitions

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

3.01 "Building Level ~~Administrator~~Principal" means a principal who is required to hold a standard building-level administrator license from the Department and who serves as a full-time school principal in an Arkansas public school.

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3.02 "High-need public school" means an Arkansas public school that, at the time a master principal first becomes entitled to a high-need school salary bonus, is identified as failing to meet certain established levels of academic achievement under rules adopted by the State Board.

3.0~~2~~3 "High-need school salary bonus" means an annual bonus to a Master Principal~~s~~ serving as a principal of a high-need public school ~~in phase two (2) or phase three (3) school improvement status or of a public school located in a school district which is in academic distress~~.

3.0~~3~~4 "Hold-back longevity bonus" means a portion of the high-need school salary bonus held back to be paid at the end of three (3) years and five (5) years of serving as a principal of the same high-need public school ~~in phase two (2) or phase three (3) school improvement status or of a public school which is located in a school district in academic distress~~.

~~3.04~~5 Incentive bonus" means a bonus paid to a Master Principal~~s~~ serving as a principal of any public school in the state. ~~It is a one-time bonus given during the school year beginning with the first complete school year after an individual first obtains Master School Principal Designation. The amount is $9,000 per year for no more than five (5) years as long as the principal serves as a full-time school principal in an Arkansas public school. The lifetime maximum amount for any one principal is $45,000. This provision shall apply only to the extent that necessary funds are appropriated to the Department.~~

3.0~~5~~6 "Successful completion" of the Master ~~School~~ Principal Designation process is defined as officially being ~~recognized~~ designated as a Master ~~School~~ Principal by the Arkansas Leadership Academy.

3.0~~6~~7 "The Arkansas Leadership Academy" is defined as a collaborative partnership which identifies and designates principals who meet rigorous standards by effectively demonstrating student learning in their schools as well as demonstrating high levels of knowledge, skills, dispositions, and commitments reflected in the following five core areas:

3.0~~6~~7.1 Building and Sustaining Accountability Systems

3.0~~6~~7.2 Building and Maintaining Collaborative Relationships

3.0~~6~~7.3 Leading and Managing Change

3.0~~6~~7.4 Developing a Deep Knowledge of Teaching and Learning

3.0~~6~~7.5 Creating and Living the Mission and Vision

Source: Ark. Code Ann. § 6-17-1601

4.00 Selection Process and Requirements

4.01 ~~Application and Criteria for Selection to the Master Principal Program:~~ The Arkansas Leadership Academy administers the Master Principal Program.

4.01.1 Applications are available on-line from the Arkansas Leadership Academy at: www.arkansasleadershipacademy.org.

4.01.~~01~~2 All Arkansas public school building level principals with one (1) year's experience as a building-level principal and who hold a standard building--level administrator's license may apply.

4.02 Criteria and Selection to the Master Principal Program:

~~4.01.02~~4.02.1 Phase I (Principal Institute) Selection: Selection of participants for Phase I will be based on responses to the application and on a balance of demographic information.

4.02.2 The number of participants each year may be determined by the amount of funding available for the program.

~~4.01.03~~4.02.3 Phase II: Selection of participants for Phase II and Phase III shall be based on evidence presented showing implementation of knowledge and skills in the principal's school and based on criteria in the scoring guides.

~~4.01.04~~4.02.3.1 Current Principal Institute graduates will ~~have two (2) years to~~ present evidence of success in Phase I performance areas and complete the required Phase I assessments to apply for Phase II.

~~4.01.05~~4.02.3.2 Principals completing Building--Level Administrator Licensure requirements, under the current performance-based licensure system, will have the opportunity to present evidence of success in Phase I performance area and complete the required Phase I assessments to apply for Phase II.

4.02.4 Phase III: Selection of participants for Phase III will be based on a participant's successful completion of Phase II assessments, evidence of school results, and letters of recommendation.

4.02.5 Master Principal Designation: The Arkansas Leadership Academy will make a Master Principal Designation after a participant

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successfully completes Phase III, passes extensive reviews of school results, and passes rigorous assessments.

~~4.01.06~~4.02.6 ~~The time for completion the Master Principals Program will be, however, those principals beginning the program after July 1, 2008,~~ Participants in the Master Principal Program will have up to two (2) years to complete the assessments for each phase for a maximum time of six (6) years to complete the process, unless waived by the Arkansas Leadership Academy for extenuating circumstances.

~~4.01.07 Applications for Phase I will be available on line at the Arkansas Leadership Academy web page: www.arkansasleadershipacademy.org.~~

~~4.02 Qualified applicants will establish eligibility for receipt of the "incentive bonus" referenced in Section 3.04 of these rules by submitting to the Department, on an annual basis, proof of:~~

~~4.02.01 Receiving the official Master School Principal Designation from the Arkansas Leadership Academy;~~

~~4.02.02 At the time of receiving the bonus, being employed full-time as a building-level principal in an Arkansas public school district;~~

~~4.02.03 Not having received the $9,000 annual incentive bonus for more than four (4) years.~~

Source: Ark. Code Ann. § 6-17-1602

5.0 Payment of Fees and Bonuses

5.01 Incentive Bonus

5.01.1 The Department of Education shall pay ~~the~~ a $9,000 annual incentive bonus to ~~the~~ a school district ~~which~~ that employs ~~the recipient of the bonus~~a Master Principal Designee ~~for payment to the recipient.~~

~~5.02 The Department shall pay any Master School Principal Designee who is employed in an Arkansas public school district~~ as a full-time ~~school building~~building-level principal ~~in accordance with Section 3.04 4.02.03 of these rules~~for payment to the Master Principal Designee as a bonus in the first school ~~-~~ year after designation and a yearly bonus for each of the next four (4) ~~additional~~ consecutive years of eligibility.

5.01.2 The lifetime maximum for an incentive bonus is $45,000.

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5.01.3 A qualified applicant will establish eligibility for receipt of the incentive bonus by submitting to the Department, on an annual basis, proof of:

5.01.3.1 Receiving the official Master Principal Designation from the Arkansas Leadership Academy;

5.01.3.2 At the time of receiving the bonus, being employed full-time as a building-level principal in an Arkansas public school district, verified by the school district;

5.01.3.3 Not having received the $9,000 annual incentive bonus for more than four (4) years.

Source: Ark. Code Ann. § 6-17-1603

5.02 High-need School Salary Bonus

~~5.03~~5.02.1 The Department shall pay a high-need salary bonus of twenty-five thousand dollars ($25,000) for every school year for no more than (5) years to any building--level principal who:

~~5.03.01~~5.02.1.1 Receives Master Principal Designation from the Leadership Academy; and

~~5.03.02~~ 5.02.1.2Is employed full time as a building--level principal at the time of receiving the bonus in ~~an Arkansas public school district that is or was:~~a high-need public school.

~~5.03.02.1 In phases 2, 3, 4 or 5 of school improvement status at the time that the Master School Principal began his or her employment as a principal of the school, or~~

~~5.03.02.2 In a public school whose school district is academic distress at the time the principal his or her employment as a principal of the school.~~

~~5.04~~5.02.2 The high-need school salary bonus ~~described in 5.03~~ shall be paid as follows:

~~5.04.01~~ 5.02.2.1Twenty thousand dollars ($20,000) for each school year that a Master Principal is employed in a high-need public school; and

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~~5.04.02~~ 5.02.2.2An additional five thousand dollars ($5,000) to be set aside for each qualifying school year to be paid as follows:

~~5.04.02.1~~5.02.2.2.1 A hold-back longevity bonus of fifteen thousand dollars ($15,000) at the end of three (3) consecutive school years as a Master ~~School~~ Principal in the same school; and

~~5.04.02.2~~5.02.2.2.2 A hold-back longevity bonus of ten thousand dollars ($10,000) at the end of five (5) consecutive school years as a Master ~~School~~ Principal in the same school.

~~5.05~~5.02.3 The high-need school salary bonus with the hold-back longevity bonus payable under this section shall be paid in addition to the five-year incentive bonus allowed in 5.01 if the Master Principal is within the timeframe for eligibility for the five-year incentive bonus.

~~5.06~~5.02.4 ~~No person shall receive either~~ Regardless of a person's past participation in the Master Principal Program, a person shall not receive a yearly incentive bonus, a salary bonus, or a longevity bonus ~~regardless of the person's past participation in the Master Principal Program~~ if the person leaves the full-time employment as a principal of an Arkansas public school district; becomes employed as a district-level, central office administrator; is employed by an Arkansas institution of higher education; or is employed by an education service cooperative and does not serve in a school with students.

~~5.07~~5.02.5 No increase in the starting or yearly bonus is retroactive. ~~(This excludes those recipients prior to rule implementation.)~~

5.02.6 A Master Principal eligible for and receiving a high-need salary bonus as of May 1, 2013, for serving as a principal of a public school in school improvement shall remain eligible for a high-need school salary bonus and hold-back longevity bonus while serving as principal of that same public school.

Source: Ark. Code Ann. § 6-17-1604

6.0 Repayment of Yearly Incentive Bonus

6.01 Repayment of state funds for the Arkansas Leadership Academy Master ~~School~~ Principal is required if a recipient~~:~~

~~6.01.01~~ ~~does~~ does not complete the school-year in which the bonus was received as a full-time ~~school building~~building-level principal. The repayment amount shall be prorated for the time not served.

6.02 The State Board ~~can~~ may revoke a building-level administrator license for failure to repay state funds under these rules.

7.0 Monitoring

7.01 The local public school district that employs a Master ~~School~~ Principal must verify to the Department annually the employment status of that principal for each year of the five-year annual incentive bonus eligibility.

~~7.02 No person shall receive a yearly bonus if the person leaves the full-time employment of an Arkansas public school district; becomes employed as a district-level, central office administrator; is employed by an Arkansas institution of higher education; or is employed by an education service cooperative and does not serve in a school with students.~~

8.0 Funding

8.01 The payment for any bonus under these rules is subject to the appropriation and availability of funds.

~~8.01~~8.02 To the extent funds as provided for by Ark. Code Ann §6-17-1601 et seq. are available, such funds may be used to fund the incentive bonus, high-need salary bonus, and hold-back longevity bonus.

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ARKANSAS DEPARTMENT OF EDUCATION
RULES AND REGULATIONS GOVERNING ETHICAL GUIDELINES AND PROHIBITIONS FOR EDUCATIONAL ADMINISTRATORS, EMPLOYEES, BOARD MEMBERS AND OTHER PARTIES

~~November 14, 2011~~ _____, 2013

1.00 REGULATORY AUTHORITY

1.01 These rules and regulations shall be known as the Arkansas Department of Education Rules Governing Ethical Guidelines and Prohibitions for Educational Administrators, Employees, Board Members and other parties.

1.02 These rules are enacted pursuant to the Arkansas State Board of Education's authority under Ark. Code Ann. §§ 6-11-105, 6-24-101 et seq., and 25-15-201 et seq.~~, and Act 878 of 2011.~~

2.00 PURPOSE

2.01 The purpose of these rules is to set forth certain ethical guidelines and prohibitions for educational administrators, employees, board members and other parties which involve contracts, transactions or agreements with Arkansas public school districts, charter schools, educational cooperatives or any publicly supported entity having supervision over public educational entities excluding institutions of higher education.

3.00 DEFINITIONS

Unless otherwise specifically stated herein, the term:

3.01 "Administrator" means any superintendent, assistant superintendent or his/her equivalent, open-enrollment public charter school director, school district treasurer, business manager, or other individual responsible for entity-wide purchasing. *The determining factor for being considered an "administrator" for the purposes of these regulations is the actual or implied authority of an individual to make purchases on behalf of the entire organization. This definition excludes many building principals (whose purchasing authority is often limited to their own school), but could include athletic directors or others. Classified employees serving in food services, business/accounting or other capacities may also be considered "administrators" when they exercise autonomous system-wide purchasing authority.*

3.02 "Board" means local school boards or other governing bodies of public educational entities;

3.03 "Board Member" means any board member, director, or other member of a

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governing body of a public educational entity;

3.04 "Board of Education" means the State Board of Education;

3.05 "Commissioner" means the Commissioner of the Arkansas Department of Education or his or her designee.

3.06 "Commodities" means all supplies, goods, material, equipment, computers, software, machinery, facilities, personal property, and services, other than personal and professional services, purchased for or on behalf of a public educational entity;

3.07 "Compensation or other benefits" means any monetary or non-monetary gain including without limitation, salary, fringe benefits, gratuities and bonuses received by owners, officers, directors, trustees, partners, managerial employees, or other executive level employees.

3.07.1 The definition does not include compensation or other benefits received by the following individuals:

3.07.1.1 Non-managerial or non-executive level employees

3.07.1.2 Clerical or other similar hourly compensated employees

3.07.1.3 Individuals who own ~~less than a five percent (5%)~~ five percent (5%) or less interest in a company or entity; and

3.07.1.4 Individuals who own stock or other equity holdings in any publicly held company.

~~3.07~~3.08 "Contract" means any transaction or agreement for the purchase, lease, transfer, or use of real property or personal property and personal or professional services, including but not limited to, motor vehicles, equipment, commodities, materials, services, computers or other electronics, construction, capital improvements, deposits, and investments;

~~3.08~~3.09 "Contract disclosure form" means the form herein incorporated and attached to these rules as Appendix Form B;

~~3.09~~3.10 "Day" means a working day in which the Arkansas Department of Education is open to transact official governmental business;

~~3.10~~3.11"Department" means the Arkansas Department of Education;

~~3.11~~3.12 "Directly" or "directly interested" means receiving compensation or other benefits personally or to ~~a business or other entity in which the individual has a financial interest or receives other benefits. *See 3.16 "Financial interest." A direct interest exists even when a management position or ownership interest is merely "on paper," and is not dependent on the exercise of actual authority or the receipt of actual financial benefits from a business or entity;~~ an individual's household from the person, business, or entity contracting with the public educational entity;

~~3.12~~3.13 "Emergency purchase" means purchases mandated by unforeseen and unavoidable circumstances in which human life, health, or public property is in immediate jeopardy~~;~~ and the expenditure is necessary to preserve life, health, or public property;

~~3.13~~3.14 "Employee" means a full-time employee or part-time employee of a public educational entity;

~~3.14~~3.15 "Employment contract" means an agreement or contract between an employer and an employee in which the terms and conditions of the employment are provided.

~~3.15~~3.16 "Family" or "family members" means:

~~3.15.1~~3.16.1 An individual's spouse;

~~3.15.2~~3.16.2 Children of the individual or the children of the individual's spouse;

~~3.15.3~~3.16.3 The spouse of a child of the individual or the spouse of a child of the individual's spouse;

~~3.15.4~~3.16.4 Parents of the individual or parents of the individual's spouse;

~~3.15.5~~3.16.5 Brothers and sisters of the individual or brothers and sisters of the individual's spouse;

~~3.15.6~~3.16.6 Anyone living or residing in the same residence or household with the individual or in the same residence or household with the individual's spouse; or

~~3.15.7~~3.16.7 Anyone acting or serving as an agent of the individual or as an agent of the individual's spouse.

~~3.16~~3.17 "Financial interest" in a business or other entity means:

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~~3.16.1~~3.17.1 Ownership of more than a five percent (5%) interest;

~~3.16.2~~3.17.2 Holding a position as officer, director, trustee, partner, or other top level management; or

~~3.16.3~~3.17.3 Being an employee, agent, independent contractor, or having any other arrangement in which the individual's compensation is based in whole or in part on transactions with the public educational entity.

~~3.16.4~~3.17.4 "Financial interest" does not include:

~~3.16.4.1~~3.17.4.1 The ownership of stock or other equity holdings in any publicly held company; or

~~3.16.4.2~~3.17.4.2 Clerical or other similar hourly compensated employees.

~~3.17~~3.18 "Gratuity" means a payment, loan, subscription, advance, deposit of money, travel, services or anything having a present market value of one hundred dollars ($100) or more unless consideration of substantially equal or greater value is received;

~~3.18~~3.19 "Indirectly" or "indirectly interested" means that a family member, business, or other entity in which the individual or family member has a financial interest will receive compensation or benefits;

~~3.19~~3.20 "Initially employed" means:

~~3.19.1~~3.20.1 Employed in either an interim or permanent position for the first time or following a severance in employment with the school district; or

~~3.19.2~~3.20.2 A change in the terms and conditions of any existing contract, excluding:

~~3.19.2.1~~3.20.2.1 Any renewal of a teacher contract under Ark. Code Ann. § 6-17-1506;

~~3.19.2.2~~3.20.2.2 Renewal of a noncertified employee's contract that is required by law; or

~~3.19.2.3~~3.20.2.3 Movement of an employee on the salary schedule that does not require board action.

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~~3. 20~~3.21 "Public educational entity" means Arkansas public school districts, charter schools, education service cooperatives, or any publicly-supported entity having supervision over public educational entities. "Public educational entity" does not include institutions of higher education.

~~3.21~~3.22 "Unusual and limited circumstances" means, without limitation, those circumstances that are uncommon, rare and restricted.

~~3.21.1~~3.22.1 For the purposes of employment contracts, unusual and limited circumstances may include without limitation, a shortage of qualified candidates.

~~3.21.2~~3.22.2 For contracts and transactions other than employment contracts, unusual and limited circumstances may include without limitation: the selected vendor being the only vendor within a reasonable distance offering the required services; or the selected vendor offering the lowest bid for prices or services as compared to two (2) or more other bidders.

~~3.22~~3.23 "Written resolution" means the form herein incorporated and attached to these rules and regulations as Appendix Form C.

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4.00 COMPLIANCE WITH OTHER LAWS AND RULES

4.01 Nothing in these rules alters or diminishes other statutory or regulatory requirements regarding purchasing, contracting, bidding, disposition of property, or other transactions with public educational entities.

4.02 Nothing in these rules alters or diminishes the professional and/or ethical obligations of licensed personnel.

5.00 GENERAL PROHIBITION

5.01 No board member, administrator, or employee shall knowingly use or attempt to use his or her official position to secure unwarranted privileges or exemptions for himself or others.

5.02 While serving as a board member, administrator, or employee, an individual shall not accept employment, contract, or engage in any public or professional activity that a reasonable person would expect might require or induce him or her to disclose any information acquired by the member by reason of his or her official position that is declared by law or regulation to be confidential.

5.03 No board member, administrator, or employee shall knowingly disclose any confidential information gained by reason of his or her position, nor shall the member knowingly otherwise use such information for his or her personal gain or benefit.

5.04 Nothing in these rules prohibits board members, administrators, or employees of public educational entities from donating services or property to a public educational entity.

6.00 GENERAL ETHICAL STANDARDS FOR NON-EMPLOYEES

Any effort by a nonemployee to influence a public educational entity board member, administrator, or employee to breach the standards of ethical conduct stated in these rules and Ark. Code Ann. § 6-24-101 et seq. is a breach of ethical standards punishable under the criminal penalties set forth in Ark. Code Ann. § 6-24-101 et seq.

7.00 RESTRICTIONS ON EMPLOYMENT OF PRESENT AND FORMER ADMINISTRATORS

7.01 Unless written approval is granted by the Commissioner it is a breach of ethical standards for an administrator to be or become the employee, agent, or independent contractor of any party contracting with the public educational entity

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the administrators serve. The Commissioner's approval letter shall be filed with and maintained by the public educational entity employing the administrator.

7.02 Unless written approval is granted by the Commissioner it is a breach of ethical standards for administrators to engage in selling or attempting to sell commodities or services to the public educational entity they served or were employed by for one (1) year following the date employment or service ceased.

8.00 GRATUITIES AND KICKBACKS

8.01 It is a breach of the ethical standards for any person to offer, give, or agree to give any board member, administrator, or employee a gratuity or an offer of employment in connection with any contract or transaction of a public educational entity.

8.02 It is a breach of the ethical standards for any board member, administrator, or employee to solicit, demand, accept, or agree to accept from another person or entity a gratuity or an offer of employment in connection with any contract or transaction of a public educational entity.

8.03 It is a breach of the ethical standards for any payment, gratuity, or offer of employment to be made by or on behalf of a person or an entity as an inducement for the award of a contract or transaction with a public educational entity.

9.00 EMERGENCY PURCHASES

9.01 Any emergency purchases or contracts with a public educational entity shall be exempt from the prohibitions of these rules.

9.02 Emergency purchases shall only be used for the preservation of life, health or public property, and shall not be used to substantially improve the condition of an asset of the public educational entity, the board member, administrator or employee of the public educational entity prior to the emergency.

9.03 Each public educational entity shall maintain records and copies of all documentation relating to and supporting a determination that the transactions qualify as emergency purchases.

9.04 Any person using emergency purchases to avoid the intent of these rules shall be guilty of violating these rules and shall be subject to the penalties provided for in these rules and in Ark. Code Ann. § 6-24-101 et seq.

10.00 SCHOOL BOARDS

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10.01 General Prohibition: Except as otherwise provided, it is a breach of the ethical standards for a board member to contract with the public educational entity the member serves if the board member has knowledge that he or she is directly or indirectly interested in the contract.

10.02 Employment of Family Members: A board member's family member may not be initially employed by the public educational entity the member serves during the member's tenure of service on the local board for compensation in excess of five thousand dollars ($5,000) unless the Commissioner issues a letter of exemption and approves the employment contract based on unusual and limited circumstances.

10.02.1 The determination of unusual and limited circumstances shall be at the sole discretion of the Commissioner as further defined by these rules.

10.02.2 A family member of a school board member who was employed by the public educational entity during the school year immediately preceding the election of the board member may continue employment with the public educational entity under the same terms and conditions of the previously executed contract and any renewal of the contract under Ark. Code Ann. § 6-17-1506.

10.02.3 Subject to the local board's written policy, a qualified family member of a board member may be employed as a substitute teacher, substitute cafeteria worker, or substitute bus driver for a period of time not to exceed a total of thirty (30) days per fiscal year for the public educational entity served by the board member.

10.02.4 No employment contract that is prohibited under this section is valid or enforceable by any party to the employment contract until approved in writing by the Commissioner.

10.02.5 The Commissioner's approval of an employment contract may include restrictions and limitations that are by this section incorporated as terms or conditions of the contract.

10.02.6 Excluding any renewal of a contract under Ark. Code Ann. § 6-17-1506, any change in the terms and conditions of an employment contract, a promotion, or a change in employment status for a family member of a school board member employed by a public educational entity that will result in an increase in compensation of more than two thousand five hundred dollars ($2,500) must be approved in writing by the Commissioner before any change in the

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terms or conditions of the employment contract or promotion or changes in employment status are effective, valid, or enforceable.

10.03 Exceptions:

10.03.1 Board Approval: In unusual or limited circumstances, a public educational entity's board may approve a contract, but not an employment contract, between the public educational entity and the board member or the member's family if the board determines that the contract is in the best interest of the public educational entity.

10.03.1.1 In unusual or limited circumstances, a public educational entity's board may approve an employment contract as provided in this section.

10.03.1.2 The approval by the public educational entity's board shall be documented by written resolution (Form C) after fully disclosing the reasons justifying the contract or employment contract in an open meeting. Such disclosure should include without limitation the contract disclosure form (Form B). The resolution shall state the unusual and limited circumstances necessitating the contract or employment contract and shall document the restrictions and limitations of the contract or employment contract.

10.03.1.3 If any proposed contract or employment contract is with a family member of a board member or a board member directly or indirectly interested in the proposed contract or employment contract, then the board member shall leave the meeting until the voting on the issue is concluded, and the absent member shall not be counted as having voted.

10.03.2 Independent Approval: If it appears the total transactions or contracts with the board member or a family member for a fiscal year total, or will total, five thousand dollars ($5,000) or more, the superintendent or other chief administrator of the public educational entity shall forward the written resolution (Form C) along with all relevant data, including Form B, to the Commissioner for independent review and approval.

10.03.2.1 The written resolution and other relevant data shall

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be sent by certified mail, return receipt requested, or other method approved by the State Board of Education to assure that adequate notice has been received by the Department of Education and to provide a record for the school district board of directors sending the request for approval.

10.03.2.2 Upon review of the submitted data for any contract, including an employment contract, the Commissioner, within twenty (20) days of receipt of the resolution and other relevant data, shall approve or disapprove in writing the board's request.

10.03.2.3 The Commissioner may request additional information or testimony before ruling on a request. If additional data are needed for a proper determination, the Commissioner shall approve or disapprove the contract within twenty (20) days of receipt of the additional requested data.

10.03.2.4 If the Commissioner does not respond to the public educational entity within the twenty-day period or request additional time or data for proper review of the contract, the contract shall be deemed to be approved by the Commissioner.

10.03.2.5 If approved, the Commissioner shall issue an approval letter stating all the relevant facts and circumstances considered and any restrictions or limitations pertaining to the approval. The Commissioner may grant the approval for a particular transaction or contract, a series of related transactions or contracts, or employment contracts. However, the approval shall not be granted for a period greater than two (2) complete and consecutive fiscal years, excluding employment contracts.

10.03.2.6 No contract subject to the Commissioner's review and approval shall be valid or enforceable until an approval letter has been issued by the Commissioner or the Commissioner fails to respond to the public educational entity within the time periods specified in this section.

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10.04 Records: The Department of Education and the public educational entity shall maintain, under their respective record retention policies, a record and copy of all documentation relating to transactions or contracts with board members or members of their families.

10.05 Providing False or Incomplete Information: Any board member or other person knowingly furnishing false information or knowingly not fully disclosing relevant information necessary for a proper determination by the public educational entity or the Commissioner shall be guilty of violating the provisions of these rules and Ark. Code Ann. § 6-24-101 et seq.

10.06 School board members should also be mindful of the requirements of Ark. Code Ann. § 6-13-616, which prohibits school board members from being employed by the school district they serve.

11.00 ADMINISTRATORS

11.01 Except as otherwise provided, it is a breach of the ethical standards for an administrator to contract with the public educational entity employing him or her if the administrator has knowledge that he or she is directly or indirectly interested in the contract.

11.02 Except as otherwise provided, it is a breach of the ethical standards for an administrator to contract with any public educational entity if the administrator has knowledge that he or she is directly interested in the contract.

11.03 Family Members as Employees: These rules do not prohibit an administrator's family members from being employed by the public educational entity the administrator serves or any other public educational entity. However, a member of an administrator's immediate family or former spouse may not be initially employed as a disbursing officer of the public educational entity where the administrator is employed unless the public educational entity receives written approval from the Commissioner. Before issuing written approval or denial, the Commissioner shall request the Division of Legislative Audit to review the internal controls, including the segregation of duties, present at the public educational entity. The Division of Legislative Audit shall report its findings to the Commissioner.

11.04 Exceptions:

11.04.1 In unusual and limited circumstances and only with prior written approval from the Commissioner, an administrator may contract with a public educational entity other than the public educational entity employing him or her.

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11.04.2 In unusual and limited circumstances and only with prior written approval from the Commissioner, an administrator's family members may contract with a public educational entity employing the administrator.

11.04.3 An administrator seeking to contract with other public educational entities, or an administrator's family member seeking to contract with the public educational entity employing the administrator, shall first present the request, with all relevant facts and circumstances justifying approval, to the board currently employing the administrator at an open meeting. Such request should include without limitation the contract disclosure form (Form B).

11.04.4 After reviewing the request in an open meeting, the board may, by written resolution (Form C), approve the contract subject to approval by the Commissioner. A copy of the approval resolution (Form C) and all relevant data, including Form B, shall be forwarded by the board president to the Commissioner.

11.04.4.1 The written resolution and other relevant data shall be sent by certified mail, return receipt requested, or other method approved by the State Board of Education to assure that adequate notice has been received by the Department of Education and to provide a record for the school district board of directors sending the request for approval.

11.04.4.2 Upon review of the submitted data, the Commissioner shall, within twenty (20) days of receipt of the resolution and other relevant data, approve or disapprove in writing the board's request.

11.04.4.3 The Commissioner may request additional information or testimony before ruling on a request. If additional data is needed for a proper determination, the Commissioner shall approve or disapprove the contract within twenty (20) days of receipt of the additional requested data.

11.04.4.4 If the Commissioner does not respond

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to the public educational entity within the twenty-day period or request additional time or data for a proper review of the contract, the contract shall be deemed to be approved by the Commissioner.

11.04.4.5 If approved, the approval letter shall state all relevant facts and circumstances considered in the approval and shall state any restrictions or limitations of the approval. The Commissioner may grant an approval for a particular transaction or a series of related transactions. No approval shall be granted for a period greater than two (2) complete and consecutive fiscal years.

11.04.5 The Department of Education and the public educational entity shall maintain, under their respective record retention policies, a record and copy of all documentation relating to an exemption from the provisions of these rules.

11.04.6 A contract subject to this section is not valid until the Commissioner:

11.04.6.1 Approves the contract; or

11.04.6.2 Fails to respond to the public educational entity within the time periods specified in this section.

11.05 Providing False or Incomplete Information: Any administrator knowingly furnishing false information or knowingly not disclosing relevant information necessary for a proper determination by the public educational entity or the Commissioner shall be guilty of violating the provisions of these rules and Ark. Code Ann. § 6-24-101 et seq.

11.06 "Contract" defined: For the purposes of this section only, "contract" does not apply to employment contracts issued to an administrator of a public educational entity for administrative or other duties such as, but not limited to, teaching, bus driving, or sponsorship of clubs or activities.

11.07 Compensation for Officiating Athletic Events: Nothing in this section prohibits administrators from receiving compensation for officiating school-sponsored athletic activities with any public education entity.

11.08 Compensation for Conducting Seminars: Nothing in this section prohibits

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administrators from receiving compensation for conducting seminars for, or making presentations to, public educational entities other than the public educational entity employing them.

12.00 EMPLOYEES

12.01 Except as otherwise provided, it is a breach of the ethical standards for an employee to contract with the public educational entity employing him or her if the employee has knowledge that he or she is directly interested in the contract.

12.02 Exceptions

12.02.1 Approval by Board: In unusual and limited circumstances, a public educational entity's board may approve a contract between the public educational entity and the employee if the board determines that the contract is in the best interest of the public educational entity.

12.02.1.1 The approval by the public educational entity's board shall be documented by written resolution (Form C) after fully disclosing the reasons justifying the contract in an open meeting. Such disclosure should include without limitation the contract disclosure form (Form B). The resolution shall state the unusual circumstances necessitating the contract and shall document the restrictions and limitations of the contract.

12.02.1.2 Any board member directly or indirectly interested in the proposed contract shall leave the meeting until the voting on the issue is concluded, and the absent member shall not be counted as having voted.

12.02.2 Independent Approval: If it appears that the total transactions with an employee for a fiscal year total, or will total, five thousand dollars ($5,000) or more, the superintendent or other chief administrator of the public educational entity shall forward the written resolution (Form C) along with all relevant data, including Form B, to the Commissioner for independent review and approval.

12.02.2.1 The written resolution and other relevant data shall be sent by certified mail, return receipt requested, or other method approved by the State Board of

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Education to assure that adequate notice has been received by the Department of Education and to provide a record for the school district board of directors sending the request for approval.

12.02.2.2 Upon review of the submitted data, the Commissioner shall, within twenty (20) days of receipt of the resolution and other relevant data, approve or disapprove in writing the board's request.

12.02.2.3 The Commissioner may request additional information or testimony before ruling on a request. If additional data is needed for a proper determination, the Commissioner shall approve or disapprove the contract within twenty (20) days of receipt of the additional requested data.

12.02.2.4 If the Commissioner does not respond to the public educational entity within the twenty-day period or request additional time or data for a proper review of the contract, the contract shall be deemed to be approved by the Commissioner.

12.02.2.5 If approved, the Commissioner shall issue an approval letter stating all relevant facts and circumstances considered and any restrictions or limitations pertaining to the approval. The Commissioner may grant the approval for a particular transaction or series of related transactions. However, approval shall not be granted for a period greater than two (2) complete and consecutive fiscal years.

12.02.2.6 No contract subject to the Commissioner's review and approval shall be valid or enforceable until an approval letter has been issued by the Commissioner or the Commissioner fails to respond to the public educational entity within the time periods specified in this section.

12.03 Documentation: The Department of Education and the public educational entity shall maintain, under their respective record retention policies, a record and copy of all documentation relating to transactions with employees.

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12.04 Providing False or Incomplete Information: Any employee or other person knowingly furnishing false information or knowingly not fully disclosing relevant information necessary for a proper determination by the public educational entity or the Commissioner shall be guilty of violating the provisions of these rules and of Ark. Code Ann. § 6-24-101 et seq.

12.05 "Contract" defined: For the purposes of this section only, the term "contract" does not apply to employment contracts issued to public educational entity employees or other transactions for the performance of teaching or other related duties such as, but not limited to, bus driving, sponsorship of clubs or activities, tutoring, summer school duties, or working at school sponsored events.

12.06 Technology Employees: All transactions involving the purchase, lease, acquisition, or other use of computers, software, copies, or other electronic devices from family members of an employee responsible for establishing specifications or approving purchases of such equipment shall be approved according to the requirements of this section regarding the purchase from an employee with a direct interest in the transaction.

13.00 REIMBURSEMENT OF EXPENSES

Nothing in these rules prevents board members, administrators, or employees from being reimbursed by the appropriate public educational entity for necessary and documented travel or other job-related expenses in accordance with law and school district policy.

14.00 EDUCATIONAL AWARDS, RECOGNITIONS, GRANTS AND GIFTS

Nothing in these rules prohibits administrators or employees of public educational entities from receiving monetary or other awards, grants, or benefits from entities generally recognized as providing benefits based upon exceptional skills or exemplary contributions to education.

15.00 REGISTRATION, TRAVEL, CONVENTIONS AND SEMINARS

15.01 Board members, administrators and employees of a public educational entity are prohibited from receiving any payment or reimbursement from a vendor for any registration, travel, lodging, food, entertainment or other expenses not directly associated with an educational interest or business interest of the public educational entity.

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15.02 Board members, administrators and employees of a public educational entity are prohibited from receiving any trip or attending any convention or seminar which is paid for by a vendor when the purpose for the trip or attendance at the convention or seminar is not directly associated to an educational interest or business interest of the public educational entity.

15.03 Board members, administrators and employees of a public educational entity are prohibited from receiving any gift or award from any public educational entity except as allowed for by Arkansas law.

15.04 All public educational entities shall maintain a record and copy for at least three (3) years of all documentation relating to payments or reimbursements made by a vendor on behalf of a board member, administrator or employee for travel, lodging, food, registration, entertainment, or other expenses when the payments or reimbursements total $300.00 or more per fiscal year per individual board member, administrator, or employee.

15.05 Any board member, administrator or employee of a public educational entity that violates any provisions of these rules may be subject to the penalties and sanctions provided for in Section 17.00 of the rules.

16.00 FILING STATEMENT OF FINANCIAL INTEREST

16.01 Every board member, public and charter school superintendent, or executive director of a public school or educational cooperative shall timely file a financial statement of interest as required by Ark. Code Ann. § 21-8-701 et seq. The financial statement of interest and instructions for completing and filing the financial statement of interest can be found on the website of the Arkansas Ethics Commission: http://www.arkansasethics.com/.

16.02 Any person required to file a financial statement of interest as required under Arkansas law who fails to file said financial statement of interest shall be in violation of the provisions of these rules and regulations and may be subject to the sanctions and penalties provided for in Section 17.00 of these rules.

17.00 ADMINISTRATIVE SANCTIONS AND PENALTIES

17.01 The Department of Education may review alleged violations of these rules and of Ark. Code Ann. § 6-24-101 et seq. If the Department of Education reviews the allegations and the Commissioner determines that there is adequate evidence of a violation, the Commissioner may refer the allegations to the State Board of Education for review. If a licensed educator is alleged to have violated these rules or Ark. Code Ann. § 6-24-101 et seq., the Commissioner may refer the allegation(s) against the licensed educator to the Professional Licensure Standards Board in lieu of following the procedures listed below.

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17.02 Upon the State Board's approval to review the alleged violation and after reasonable notice in writing to all parties, the State Board may schedule a hearing to determine whether an administrator or employee has knowingly violated the provisions of these rules or Ark Code Ann. § 6-24-101 et seq. At the State Board hearing, a member of the Arkansas Department of Education or a member of the Professional Licensure Standards Board staff, as appropriate, shall present the allegations against the administrator or employee.

17.03 A hearing by the State Board shall be subject to the following procedures:

17.03.1 Each party will have the opportunity to present an opening statement of no longer than five (5) minutes, beginning with the representative of the Arkansas Department of Education or the Professional Licensure Standards Board. The Chairperson of the State Board may, only for good cause shown and upon the request of either party, allow either party additional time to present their opening statements.

17.03.2 Each party will be given thirty (30) minutes to present their cases, beginning with the representative of the Arkansas Department of Education or the Professional Licensure Standards Board. The Chairperson of the State Board may, only for good cause shown and upon the request of either party, allow either party additional time to present their cases.

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

17.03.4 For the purposes of the record, documents offered during the hearing by the Arkansas Department of Education or the Professional Licensure Standards Board shall be clearly marked in sequential, numeric order (e.g. 1, 2, 3).

17.03.5 For the purposes of the record, documents offered during the hearing by the administrator or employee shall be clearly marked in sequential, alphabetic letters (e.g. A, B, C).

17.03.6 The Arkansas Department of Education or the Professional Licensure Standards Board shall have the burden of proving the basis for the violation by a preponderance of the evidence.

17.04 After presentation of all evidence, if the State Board determines that the

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administrator or employee knowingly violated the provisions of these rules, the State Board may provide any or all of the following administrative remedies:

17.04.1 Issue a letter of reprimand; or

17.04.2 Suspend or revoke the administrator's or teacher's Arkansas teaching license for a definite period, or permanently.

17.05 After reasonable notice and opportunity for a hearing, a board of a public educational entity may take appropriate administrative remedies against an administrator or employee that has allegedly violated the provisions of these rules. If an administrator or employee of a public educational entity is charged by the prosecuting attorney for a possible violation of this chapter, the public educational entity's board may, after reasonable notice and opportunity for a hearing, place the individual charged on leave, with or without pay, dismiss the individual, or provide any other proper administrative remedy. If the individual is dismissed by the board due to charges being filed for an alleged violation of these rules, any employment contracts with the public educational entity shall be deemed void from the date of the action of the board.

18.00 NOTICE OF POTENTIAL CRIMINAL PENALTIES

18.01 Any board member, administrator, employee, or nonemployee who shall knowingly violate the provisions of Ark. Code Ann. § 6-24-101 et seq. shall be guilty of a felony.

18.02 Upon pleading guilty or nolo contendere to or being found guilty of violating the provisions of Ark. Code Ann. § 6-24-101 et seq., the court shall order restitution to the public educational entity.

18.03 In addition, the court may fine the violator in any sum not to exceed the greater of ten thousand dollars ($10,000) or double the dollar amounts involved in the transactions, sentence the violator to prison for not more than five (5) years, or impose both a fine and imprisonment.

19.00 REQUEST FOR REVIEW OF TRANSACTIONS

At the request of a board of a public educational entity, the executive administrator at a public educational entity, the Commissioner, or the Legislative Joint Auditing Committee, the appropriate prosecuting attorney shall review contracts or transactions for compliance with the provisions of Ark. Code Ann. § 6-24-101 et seq.

20.00 BOARD POSITION VACANT UPON CONVICTION

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If a board member is found guilty of violating the provisions of Ark. Code Ann. § 6-24-101 et seq., the board member shall immediately cease to be a board member, the position is declared vacant, and a replacement shall be named as provided by law.

21.00 ENFORCEMENT OF CRIMINAL SANCTIONS BY THE PROSECUTING ATTORNEY

21.01 It shall be the duty and responsibility of the prosecuting attorneys to supervise compliance with Ark. Code Ann. § 6-24-101 et seq. and prosecute violators.

21.02 If the prosecuting attorney fails or refuses to enforce this chapter when the facts are known by the prosecuting attorney, or are called to his or her attention, the Attorney General or any citizen of this state may bring mandamus proceedings to compel the prosecuting attorney to perform his or her duties.

21.03 All criminal actions related to alleged violations of this chapter shall be filed in circuit court and shall be subject to the criminal rules and procedures of this state.

22.00 FORM PROCEDURES AND REQUIREMENTS

22.01 For purposes of these rules the following attached Forms A – C-are herein incorporated into these rules as Appendix Forms A – C and supporting documents.

22.02 A public educational entity shall use Forms A – C when such form is specifically required by any section of these rules.

22.03 A public educational entity seeking independent review and approval from the Commissioner shall submit a separate contract disclosure form (Form B) and written resolution (Form C) of approval for each contract involving a different party or entity.

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NOTIFICATION LETTER
(Date)

Dear Board Members, Administrators and Employees:

A.C.A. § 6-24-101 et seq. requires full open disclosure and approval before a school district board member, administrator or employee may enter into contracts or other transactions with the school district where he/she serves or is employed.

A.C.A. § 6-24-101 et seq. does not apply to reimbursements paid for proper work-related expenses. However, in the case of hiring family members of administrators and/or board members, the district must meet all requirements set forth in A.C.A. § 6-24-101 et seq.

A.C.A. § 6-24-101 et seq. applies when the board member, administrator or school employee is "financially interested" or "directly interested" in the transaction. "Financially interested" means ownership or more than 5% interest; holding a position of officer, director, trustee, partner, or top level management; and/or the employee's compensation is based in whole or in part on transactions with the public education entity. For board members and administrators, restrictions may also apply to family members. "Directly interested" means receiving compensation or other benefits personally or to ~~a business or other entity in which the individual has a financial interest or receives other benefits.~~ an individual's household from the person, business, or entity contracting with the public educational entity.

Therefore, board members, administrators and employees of this district have an affirmative obligation under A.C.A. § 6-24-101 et seq. to disclose relationships with vendors before the district enters into the contract or before services are performed. Disclosure is to be made to the superintendent of the district. Forms for this purpose will be provided by the district.

All transactions involving the purchase, lease, acquisition, or other use of computers, software, copiers, or other electronic devices from family members of an employee responsible for establishing specifications or approving purchases of such equipment shall be approved according to the requirements of Arkansas law regarding the purchase from an employee with a direct interest in the transaction.

A.C.A. § 6-24-101 et seq. requires proper disclosure and approval of the transaction at an open board meeting. In certain instances, approval by the Commissioner of the Department of Education is required.

Therefore, every district board member, administrator or employee will be required to disclose any potential vendor relationship by completing a disclosure form provided by the district. Failure to fully disclose could result in criminal charges being brought against the board member, administrator or employee. A copy of A.C.A. § 6-24-101 et seq. is available in the central office if you wish to review it. The law may also be viewed at www.arkleg.state.ar.us.

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Sincerely,

Superintendent

Please sign below to acknowledge receipt of this notification.

_____ _____

Board Member, Administrator or Employee Date

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CONTRACT DISCLOSURE FORM

Name of Public Educational Entity:_____

Name of Person Disclosing Transaction:_____

Note: ***Fully complete this form and return to the administration office. NO TRANSACTION OR SERVICE MAY BE RENDERED UNTIL THIS FORM HAS BEEN COMPLETED AND APPROVED. A.C.A. § 6-24-101 et seq. requires FULL and COMPLETE DISCLOSURE of transactions with public educational entities. KNOWINGLY FAILING to FULLY DISCLOSE pertinent information relating to a transaction could result in criminal charges.***

I am a (an) ☐ Board Member ☐ Administrator ☐ Employee

Note: ***"Board member" means any board member, director, or other member of a governing body of a public educational entity.***

"Administrator" means any superintendent or assistant superintendent or his or her equivalent, open-enrollment public charter school director, school district treasurer, business manager, or other individual directly responsible for entity-wide purchasing.

"Employee" means a full-time employee or part-time employee of a public educational entity.

_____

Mailing Address City State Zip

Home Telephone:_____ Work Telephone:_____

Nature of transaction subject to disclosure and approval: _____

_____

_____

_____

Estimated dollar amount of transactions with public educational entity for entire school year:

_____

Total dollar amount of transactions to date for current fiscal year: _____

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Check One:

- I have ~~a financial~~ an interest in the transaction with the public educational entity.
- A family member has ~~a financial~~ an interest in the transaction with the public educational entity.
- Both a family member and I have ~~a financial~~ an interest in the transaction with the public educational entity.

Nature of ~~financial~~ interest: (State how you and/or family members are ~~financially~~ interested in the transaction):_____

_____

_____

_____

_____

Justification for Approval: (State reason why you believe the transactions are in the best interest of the public educational entity. State the unusual and limited circumstances involved.)

_____

_____

_____

_____

_____

- Check here if Emergency Transaction as defined by A.C.A. § 6-24-101(9) and Ark. Code Ann. § 6-24-109.

PLEASE ATTACH ANY OTHER ADDITIONAL INFORMATION OR DOCUMENTS YOU BELIEVE ARE NECESSARY FOR A FULL, COMPLETE, AND ACCURATE DISCLOSURE OF THE FACTS AND CIRCUMSTANCES OF THE TRANSACTIONS.

SIGNATURE: _____ DATE: _____

_____

FOR OFFICE USE ONLY:

Date completed form received by district:_____

_____ _____ _____

School Official's Signature Telephone Number FAX Number

Local Board Action: - APPROVED - DISAPPROVED

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Date Presented to Board: _____

Board President's Signature: _____

Required to be presented to the Commissioner of the Department of Education for written approval: ☐ YES ☐ NO

Written Adopted Resolution Attached: ☐ YES ☐ NO

Required Additional Documentation: _____
_____
_____
_____
_____

Date Certified to ADE: _____

Date Commissioner's Written Approval received by district: _____

Effective Date: _____

Please return by certified mail to: Office of the Commissioner
Arkansas Dept. of Education
#4 Capitol Mall, Room 304-A
Little Rock, AR 72201

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RESOLUTION
A.C.A. § 6-24-101 et seq.

Whereas the _____ School District Board of Directors met in a (regular/special), open, and properly-called board meeting on (MM/DD/YY), in (location).

Whereas (Number) members were present, a quorum was declared by the chair.

Whereas the Board of Directors received a recommendation to adopt a resolution to enter into a contract with _____

Full disclosure of all relationships and interest as required by A.C.A. § 6-24-101 et seq. that are relevant to proposed contract:

_____
_____
_____

Specific facts and reasons for justifying the contract were:

_____
_____
_____

The unusual and limited circumstances necessitating the contract were:

_____
_____
_____

List of relevant data enclosed supporting the unusual and limited circumstances:

_____
_____
_____

Note: For employment contracts, the following information may be necessary to support a finding of unusual and limited circumstances:

- *A copy of the job vacancy announcement or posting;*
- *A description of how/where the job vacancy announcement was posted;*
- *Copies of applications received;*
- *A list of those applicants who were interviewed;*
- *Interview/Applicant score sheets kept by the interviewer or hiring committee;*
- *A copy of the interviewer's or hiring committee's recommendation(s); and*
- *Specific justification of why the selected applicant is the best qualified candidate.*

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For contracts and transactions other than employment contracts, the following information may be necessary to support a finding of unusual and limited circumstances:

- *Request for bids (if bids were required);*
- *Copies of bids submitted by interested vendors (if bids were required);*
- *Price lists or quotes by interested vendors;*
- *Number of bidders or interested vendors with names and addresses; and*
- *A list of those vendors offering similar services in the area.*

Whereas _____, board member(s) having declared an interest in the proposed contract, left the meeting prior to the discussion of the contract and did not return to the meeting room until the voting on the contract had been concluded.

Whereas the Board, after serious consideration, moved to approve the contract with:
_____

Whereas the contract was approved with the following restrictions and/or limitations:
_____
_____
_____
_____

Whereas the period of the contract shall be from _____ to _____.

Therefore, due to the specific reasons cited above, it is hereby declared to be the intent of the _____ School District Board of Directors to award this contract to
_____

As is required by A.C.A. § 6-24-101 et seq., the contract is contingent upon approval by the Commissioner of the Arkansas Department of Education, if required. If approval is denied, this contract approved by the Board would be null and void.

_____	_____
Superintendent	Board President
_____	_____
Date	Date

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Date	Respondent	Comment	ADE Response
First Public Comment Period 9/12/13	Charles Warren, Director of Financial Services, Ft. Smith School District	Explain the purpose of the change to the definition of "directly" or "directly" interested in Section 3.11.	Comment Considered. The change was based on Act 608 of 2013. No changes were made to the rules as a result of this comment.
		It appears the change requires an employee to disclose if compensation is received to his or her household. A spouse of child living in the same house as the employee must disclose the relationship to the school board and possible ADE.	Comment considered. Section 3.07 was added to the rules to clarify who is required to disclose transactions with the district.
		Do you really expect Districts to keep up with living arrangements on an employee? This is not just limited to in-laws temporarily living with employees, but even "significant others"? Are we now asking about personally (sic) living arrangements outside of marriage?	Comment considered. If an employee meets the definition of "directly interested" he or she will be required to disclose the relationship/transaction. No changes were made to the rules as a result of this comment.
		Was this expansion necessary or required?	Comment considered. The changes made were based on Act 608 of 2013. No changes were made to the rules as a result of this comment.
10/1/13	Charles Warren, Director of Financial Services, Ft. Smith School District	Were the changes to the rules based on legislation?	Comment Considered. The change was based on Act 608 of 2013. No changes were made to the rules as a result of this comment.
		The term "household" should be defined. It is not clear. Children of employees, especially high school and college age kids, who keep books or work the concession stand for the district would have to disclose these transactions.	Comment considered. Section 3.07 was added to the rules to clarify who is required to disclose transactions with the district.
		Spouse/family members of employees were not previously required to disclose transactions.	Comment considered. The previous definition of "directly interested" included the transactions in which the employee had a financial interest or received other benefits. The "other benefits" language of the prior definition included many spousal transactions if the employee received "other benefits" from the transactions with the district. No changes were made to the rules as a result of this comment.
		What is the timeline for implementation?	Comment considered. Act 608 of 2013 became effective on August 16, 2013. The changes to the rules will become effective 30 days after filing. To the extent the law conflicts with the rules currently in effect, the law takes precedence. No changes were made to the rules as a result of this comment.
10/4/13	Jeff Williams, Wilbur Mills Co-op	Financial interest should be removed from the forms because the term is no longer used in the definitions.	Comment considered. "Financial interest" is still used in the definition of "indirectly interested." The forms were updated to say "interest" rather than "financial interest."
10/22/13	Tripp Walter, APSRC	Act 608 of 2013 amended the definition of "directly" or "directly interested." A possible effect of the new definition is an expansion of who would be required to disclose transactions. Definitions of "individual household" and "other benefits" are	Comment considered. The previous definition of "directly interested" included the transactions in which the employee had a financial interest or received other benefits. The "other benefits" language of the prior definition did include many

		proposed.	spousal transactions if the employee received "other benefits" from the transactions with the district. Section 3.07 was added to the rules to clarify who is required to disclose transactions with the district.
Second Public Comment Period 11/27/13	Charles Warren, Ft. Smith School District	As proposed, Section 3.07.1.3 reads: ***Individuals who own less than a five percent (5%) interest in a company or entity; and*** I would like to recommend that section be changed to read as follows: ***Individuals who own five percent (5%) interest or less in a company or entity; and*** It appears that the intent of the law is to exclude from disclosure any ownership of 5% **or** less. The original "financial interest" definition that still remains specifically lists ownership of **more than** 5%. Therefore, the exact ownership of 5% would be considered ownership with NO "financial interest". 5% ownership is a common ownership percentage. Under the proposed regulation, an administrator's spouse with exactly 5% ownership of an entity should disclose the relationship under the definition of "direct interest" but should not disclose the relationship under the definition of "indirect interest". This is contradictory. The percentages should be consistent. Therefore, I recommend the change listed above.	Comment considered. The suggested change was made to the rule.

ARKANSAS DEPARTMENT OF EDUCATION
RULES GOVERNING THE LEADER EXCELLENCE AND DEVELOPMENT SYSTEM

_____, 2014

1.0 PURPOSE

1.01 The purpose of these rules is to establish the requirements and procedures concerning the evaluation and development of public school building and district-level leader performance.

2.0 REGULATORY AUTHORITY

2.01 These rules shall be known as the Arkansas Department of Education Rules Governing The Leader Excellence and Development System.

2.02 These rules are enacted pursuant to the authority of the State Board of Education under Ark. Code Ann. §§ 6-11-105, 6-15-1402, 6-17-704, 6-17-705, 6-17-2801 through 6-17-2809, 6-20-2305, 25-15-201 et seq. and Act 709 of 2013.

3.0 LEGISLATIVE INTENT AND PURPOSE

3.01 The State Board of Education notes that it is the intent of the Arkansas General Assembly to provide a system for school districts to evaluate public school and school district administrators that weights an evaluation on student performance and growth to the same extent as provided for teachers under the Teacher Excellence and Support System.

3.02 The purposes of these rules are, without limitation, to:

3.01.1 Provide a cohesive process that includes clear expectations to guide building- or district-level leader preparation, induction, and continued professional development in Arkansas school districts, open-enrollment public charter schools, and the Arkansas Correctional School;

3.01.2 Guide and sustain excellent leadership performance that ensures the improvement of teaching and learning;

3.01.3 Assist higher education programs in developing the content and requirements of degree programs that prepare prospective building- or district-level leaders; and

3.01.4 Provide a process that includes instruments to be used by reflective practitioners to promote their professional growth.

4.0 DEFINITIONS

4.01 "Artifact" means a documented piece of evidence chosen by the building- or district-level leader being evaluated, the evaluator, or both, that relates to the evaluation rubric.

4.02 "Building- or district-level leader" means an individual employed by an educational agency who performs the role of a building- or district-level administrator or an equivalent role, including an administrator licensed by the State Board of Education, an unlicensed administrator, or an individual on an Administrator Licensure Completion Plan. "Building- or district-level leader does not include:

4.02.1 A superintendent; or

4.02.2 Unless the school district, open-enrollment public charter school, or Arkansas Correctional Schools elects to include them in LEADS, deputy superintendents, associate superintendents, and assistant superintendents.

4.03 "District-level" means agency-wide level when used in reference to an open-enrollment public charter school or the Arkansas Correctional School.

4.04 "Educational agency" means an Arkansas public school district, an open-enrollment public charter school, or the Arkansas Correctional School.

4.05 "Evaluation" means the process under these rules used to:

4.05.1 Assess with evidence what a building- or district-level leader should know and be able to do as measured by the standards and functions of an evaluation framework; and

4.05.2 Promote building- or district-level leader's professional growth.

4.06 "Evaluation framework" means a standardized set of building- or district-level leader evaluation standards and functions that provide the overall basis for an evaluation.

4.07 "Evaluation rubric" means a set of performance functions for each building- or district-level leader evaluation standards in the evaluation framework.

4.08 "Inquiry Category" is a category in which the building- or district-level leader consistently demonstrates progressing, proficient, and/or exemplary performance on standards and functions in the LEADS rubric.

4.09 "Intensive Category" is a category in which a building- or district-level leader receives a rating of not meeting standards on the summative evaluation rubric according to the following guidelines:

4.09.1 The building- or district-level leader receives an overall rating of not meeting standards on any of the six (6) standards identified in Appendix A to these rules; and/or

4.09.2 The building- or district-level leader receives a rating of not meeting standards and/or not progressing on the majority of functions in any of the standards.

4.10 "LEADS" means the Arkansas Leadership Excellence and Development System.

4.11 "Novice Category" is a category in which a building-level leader will be placed for three (3) years if the building-level leader is a first-time administrator.

4.12 "Probationary" is a category in which the building- or district-level leader will be placed if required under an educational agency's policy adopted under the Teacher Fair Dismissal Act, Ark. Code Ann. § 6-17-1501 et seq., for one (1) year if the building- or district-level leader:

4.12.1.1 Has transitioned to the educational agency from another educational agency where he or she had previous building- or district-level leadership experience; or

4.12.1.2 Has transitioned within a school from one building- or district-level leader position to another;

4.13 "Problem of practice" is identified in a professional growth plan as a gap between current performance and desired performance of a school or educational agency based on a review of school or district data.

4.14 "Statewide assessment of student achievement" means a statewide benchmark exam, end-of-course assessment, or a summative assessment of student achievement administered through:

4.14.1 The Arkansas Comprehensive Testing, Assessment, and Accountability Program Act, Ark. Code Ann. § 6-15-401 et seq.; or

4.14.2 A program of Common Core assessments administered under rules of the State Board of Education.

4.15 "Summative evaluation" means an evaluation of a building- or district-level leader's performance that evaluates all applicable standards and functions of the evaluation framework that supports:

4.15.1 Improvement in the building- or district-level leader's leadership practices, student learning, and teacher growth; and

4.15.2 An educational agency's employment decision concerning the building- or district-level leader.

4.16 "Superintendent" includes a position in an educational agency that is equivalent to the position of superintendent in a school district.

5.0 GENERAL REQUIREMENTS AND IMPLEMENTATION

5.01 Beginning in the 2014-2015 school year, an educational agency, as defined in these rules, shall implement the Arkansas Leader Excellence and Development System (LEADS) for building- or district-level leaders employed by it.

5.02 Each evaluation under LEADS shall be in writing.

5.03 A building- or district-level leader shall participate in LEADS and collaborate in good faith with the evaluator to develop the building- or district-level leader's professional growth plan.

5.03.1 A failure to comply with Section 5.03 of these rules may be reflected in the building- or district-level leader's evaluation.

5.04 A school district or open-enrollment public charter school may be deemed to have met the requirements of Sections 5.01 and 5.02 of these rules if:

5.04.1 The school district or open-enrollment public charter school has received authority to continue to use a nationally recognized system of teacher evaluation and support other than the Teacher Excellence and Support System under Section 8 of the Rules Governing the Teacher Excellence and Support System; and

5.04.2 In the 2012-2013 and 2013-2014 school years used a nationally recognized system of building- or district-level leader evaluation and development that is substantially similar to LEADS. In order for a school district or open-enrollment public charter school to continue to use an alternate, nationally recognized system of building- or district-level leader evaluation and development that is substantially similar to LEADS beyond the 2013-2014 school year, the school district or open-enrollment public charter school shall submit the following in writing to the Arkansas Department of Education, Assistant Commissioner for Human Resources and Licensure, by April 1, 2014:

5.04.2.1 The name of the alternate, nationally recognized system of building- or district-level leader evaluation and development; and

5.04.2.2 A brief description of the alternate, nationally recognized system of building- or district-level leader evaluation and development, including an explanation of how it is substantially similar to LEADS.

5.04.2.3 The Arkansas Department of Education Assistant Commissioner for Human Resources and Licensure shall, by May 1, 2014, approve or deny the continued use of the alternate, nationally recognized system of building- or district-level leader evaluation and development beyond the 2013-2014 school year.

6.0 BUILDING OR DISTRICT-LEVEL LEADER EVALUATION PROCESS

6.01 Building or District-level Leader Professional Growth Plan

6.01.1 A building- or district-level leader shall complete or revise a professional growth plan based on the standards and functions determined during the initial meeting with the superintendent or designee under Section 6.03 of these rules.

6.01.2 The building- or district-level leader should review multiple sources of data to determine a building or district problem of practice.

6.01.3 The building- or district-level leader shall indicate in his or her professional growth plan:

6.01.3.1 The school's or educational agency's problem of practice and goal(s);

6.01.3.2 The leadership strategies to address the identified problem;

6.04.3.3 Results indicators (staff and students); and

6.01.3.4 Sources of data to be monitored.

6.01.4 The building- or district-level leader shall determine the action steps needed to implement the leadership strategies identified in his or her professional growth plan.

6.01.5 The building- or district-level leader shall submit a copy of his or her completed professional growth plan to the superintendent or designee.

6.02 Formative Assessment Conferences

Throughout the year, a superintendent or designee shall conduct formative assessment conferences with all building- and district-level leaders evaluated under the LEADS system. Formative assessments should be based on a building- or district-level leader's individual needs as shown by evidence presented from the professional growth plan and evaluation rubric.

6.03 Summative Evaluation

6.03.1 The superintendent or designee shall complete the evaluation rubric for summative evaluation at the end of each year for a building- or district-level leader who is in a novice, a probationary, or an intensive category.

6.03.2 The superintendent or designee shall complete the evaluation rubric for summative evaluation minimally once every three (3) years for a building- or district-level leader who is in an inquiry category.

6.03.3 The building- or district-level leader shall provide evidence of effective practice for each function identified on the appropriate evaluation rubric, using relevant artifacts for each standard and function on which the building- or district-level leader is evaluated as applicable to the building- or district-level leader's position.

6.03.4 The superintendent shall make a recommendation concerning a building- or district-level leader's employment based on:

6.03.4.1 The level of performance based on the performance functions and standards of the evaluation rubric;

6.03.4.2 The evidence of teacher performance and growth applicable to the building- or district-level leader; and

6.03.4.3 The building- or district-level leader's progression on his or her professional growth plan.

6.03.5 The superintendent shall place the evaluation rubric for summative evaluation in the personnel file of the building- or district-level leader:

6.03.5.1 Annually if the building- or district-level leader is in the novice, probationary, or intensive category, and

6.03.5.2 Once every three (3) years for a building- or district-level leader in the inquiry category.

6.03.6 During a period in which a summative evaluation is not required, the superintendent or designee may conduct an evaluation that is lesser in scope than a summative evaluation but uses the portions of the evaluation framework and evaluation rubrics that are relevant to the evaluation.

6.04 Intensive Support

6.04.1 If at a time other than an evaluation conducted under LEADS a superintendent believes or has reason to believe that (a) a building- or district-level leader is having difficulties or problems meeting the expectations of the educational agency or its administration and (b) that the problems could lead to termination or nonrenewal of contract, the superintendent shall:

6.04.1.1 Bring in writing the problems or difficulties to the attention of the building- or district-level leader involved; and

6.04.1.2 Document the efforts that have been undertaken to assist the building- or district-level leader to correct whatever appears to be the cause for potential termination or nonrenewal.

6.04.2 When a building- or district-level leader's performance is unsatisfactory in any one (1) standard or the building- or district-level leader is not progressing in a majority of the functions of an evaluation rubric, the superintendent shall identify and document the inadequate performance and move the building- or district-level leader into the intensive category.

6.04.3 If a building- or district-level leader is placed in the intensive category, the superintendent or designee shall:

6.04.3.1 Establish the time period for the intensive category.

6.04.3.1.1 The period of time specified by the superintendent or designee for the intensive category shall afford the building- or district-level leader an opportunity to accomplish the goals of and complete the tasks assigned in the intensive category.

6.04.3.1.2 The intensive category shall not last for more than two (2) consecutive semesters unless the building- or district-level leader has substantially progressed and the superintendent or designee elects to extend the intensive category for up to two (2)

additional consecutive semesters.

6.04.3.2 Provide a written notice to the building- or district-level leader that the building- or district-level leader is placed in the intensive category. The notice shall state that if the building- or district-level leader's contract is renewed while the building- or district-level leader is in the intensive category, the fulfillment of the contract term is subject to the building- or district-level leader's accomplishment of the goals established and completion of the tasks assigned in the intensive category;

6.04.3.3 Develop a clear set of goals and tasks that correlate to:

6.04.3.3.1 The professional growth plan; and

6.04.3.3.2 Evidence-based research concerning the evaluation function or standard that forms the basis for the intensive category; and

6.04.3.4 Ensure the building- or district-level leader is offered the support that the superintendent or designee deems necessary for the building- or district-level leader to accomplish the goals developed and complete the tasks assigned while the building- or district-level leader is in the intensive category.

6.04.4 At the end of the specified period of time for the intensive category, the superintendent or designee shall:

6.04.4.1 Evaluate whether the building- or district-level leader has met the goals developed and completed the tasks assigned for the intensive category; and

6.04.4.2 Provide written notice to the building- or district-level leader that the building- or district-level leader either:

6.04.4.2.1 Is removed from the intensive category; or

6.04.4.2.2 Has failed to meet the goals and complete the tasks of the intensive category.

6.04.5 If a building- or district-level leader does not accomplish the goals and complete the tasks established for the intensive category during the period of the intensive category, the superintendent shall review the

documentation of the intensive category.

6.04.6 Upon review and approval of the documentation, the superintendent shall recommend termination or nonrenewal of the building- or district-level leader's contract.

6.04.6.1 If the Teacher Fair Dismissal Act of 1983, Ark. Code Ann. § 6-17-1501 et seq., is applicable to the building- or district-level leader's contract, a recommendation for termination or nonrenewal of a building- or district-level leader's contract under these rules shall be made under the authority granted to a superintendent for recommending termination or nonrenewal under the Teacher Fair Dismissal Act.

6.04.6.2 These rules do not preclude a superintendent from recommending the termination or nonrenewal of a building- or district-level leader's contract that is based all or in part on any lawful reason under the Teacher Fair Dismissal Act.

7.0 INCORPORATION INTO EDUCATIONAL AGENCY CONTRACTS AND POLICIES

7.01 The policy adopted by educational agency boards of directors to implement site-based decision making under Ark. Code Ann. § 6-13-1305, shall address building- or district-level leader evaluations and development under LEADS.

7.02 Every building- or district-level leader contract renewed or entered into for the 2014-2015 school year and thereafter is subject to and shall reference these rules.

APPENDIX A

STANDARDS FOR AR Leader Excellence and Development System (LEADS)

Listed below are the Educational Leadership Policy Standards: ISLLC 2008, developed by the Interstate School Leaders Licensure Consortium (ISLLC) of the Council of Chief State School Officers (CCSSO). The Standards were adopted by the National Policy Board for Educational Administration (NPBEA) in 2008 and the Arkansas State Board of Education in 2009.

Standard 1. An education leader promotes the success of every student by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by all stakeholders.

Functions:

A. Collaboratively develop and implement a shared vision and mission

B. Collect and use data to identify goals, assess organizational effectiveness, and promote organizational learning

C. Create and implement plans to achieve goals

D. Promote continuous and sustainable improvement

E. Monitor and evaluate progress and revise plans

Standard 2. An education leader promotes the success of every student by advocating, nurturing, and sustaining a school culture and instructional program conducive to student learning and staff professional growth.

Functions:

A. Nurture and sustain a culture of collaboration, trust, learning, and high expectations

B. Create a comprehensive, rigorous, and coherent curricular program

C. Create a personalized and motivating learning environment for students

D. Supervise instruction

E. Develop assessment and accountability systems to monitor student progress

F. Develop the instructional and leadership capacity of staff

G. Maximize time spent on quality instruction

H. Promote the use of the most effective and appropriate technologies to support teaching and learning

I. Monitor and evaluate the impact of the instructional program

Additional information about the Educational Leadership Policy Standards: ISLLC 2008 can be found on the Council of Chief State School Officers (CCSSO) website.

Standard 3. An education leader promotes the success of every student by ensuring management of the organization, operation, and resources for a safe, efficient, and effective learning environment.

Functions:

A. Monitor and evaluate the management and operational systems

B. Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources

C. Promote and protect the welfare and safety of students and staff

D. Develop the capacity for distributed leadership

E. Ensure teacher and organizational time is focused to support quality instruction and student learning

Standard 4. An education leader promotes the success of every student by collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources.

Functions:

A. Collect and analyze data and information pertinent to the educational environment

B. Promote understanding, appreciation, and use of the community's diverse cultural, social, and intellectual resources

C. Build and sustain positive relationships with families and caregivers

D. Build and sustain productive relationships with community partners

Standard 5. An education leader promotes the success of every student by acting with integrity, fairness, and in an ethical manner.

Functions:

A. Ensure a system of accountability for every student's academic and social success

B. Model principles of self-awareness, reflective practice, transparency, and ethical behavior

C. Safeguard the values of democracy, equity, and diversity

D. Consider and evaluate the potential moral and legal consequences of decision-making

E. Promote social justice and ensure that individual student needs inform all aspects of schooling

Standard 6. An education leader promotes the success of every student by understanding, responding to, and influencing the political, social, economic, legal, and cultural context.

Functions:

A. Advocate for children, families, and caregivers

B. Act to influence local, district, state, and national decisions affecting student learning

C. Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies

~~Teacher Evaluation~~

~~1.00 Regulatory Authority~~

~~1.01 These regulations shall be known as the Arkansas Department of Education Rules and Regulations For Teacher Evaluation.~~

~~1.02 These regulations are enacted pursuant to the State Board of Education's authority under Ark. Code Ann. § 6-11-105.~~

~~2.00 Purpose~~

~~2.01 The purpose of these regulations is to provide guidance to local districts to design teacher evaluation systems that promote the professional growth of all teachers and enhance learning for all students.~~

~~3.00 Philosophy~~

~~Evaluation is viewed by the Arkansas Department of Education as a collaborative process, not an event. Evaluation should facilitate or support system wide change. To this end, the school district shall develop teacher evaluation systems that:~~

~~3.01 supports the induction of the probationary teacher into the teaching profession and the school district,~~

~~3.02 promotes the professional growth of career teachers.~~

~~3.03 prompts an improvement in unsatisfactory performance, and~~

~~3.04 provides criteria for making responsible personnel decisions.~~

~~4.00 Criteria~~

~~Local district's shall develop a teacher evaluation system that reflects:~~

~~4.01 The philosophy of Arkansas Department of Education and the philosophy of the local district regarding teacher evaluation.~~

~~4.02 A sound professional development program that promotes continuous growth of teachers.~~

~~4.03 A collegial relationship among the supervisors and teachers.~~

~~4.04 A staff development training program for supervisors and teachers.~~

~~4.05 A set of teacher competencies descriptive of the local district's expectations and aligned with teacher licensure principles.~~

~~5.00 Written Evidence of Personnel Evaluation Plan~~

~~5.01 The teacher evaluation plan shall be reviewed and/or revised annually.~~

~~5.02 The local district's teacher evaluation system shall be reflected in every school district's improvement plan.~~