



AGENDA
CHARTER AUTHORIZING PANEL

August 17, 2016

Arkansas Department of Education

ADE Auditorium

8:30 AM

I. Report-1 Chair's Report

Presenter: Deborah Coffman

II. Consent Agenda

1. Minutes-May 18, 2016 3
Presenter: Kelly McLaughlin

III. Action Agenda

1. **Hearing of Open-Enrollment Public Charter School Application:
Classical Academy of Fayetteville, Fayetteville OR Farmington,
Arkansas**
- a. Classical Academy of Fayetteville is a proposed Open-Enrollment 6
Public Charter School to be located within the Fayetteville OR
Farmington School District. The sponsoring entity is Responsive
Education Solutions. The applicant is requesting to serve students
in grades K-12 with a maximum enrollment of 688, beginning in the
2017-2018 school year. The applicant has notified affected districts
of this proposed public charter school.

ADE staff reviewed the application, and concerns were shared with the applicant for response. The application, the ADE evaluation, and the applicant's response are included for review by the Charter Authorizing Panel.

Presenter: Alexandra Boyd

- b. Supplemental Information Submitted by Applicant 156

2. Hearing of Open-Enrollment Public Charter School Application:

Lockesburg Stem Academy, Lockesburg, Arkansas

- a. Lockesburg STEM Academy is a proposed Open-Enrollment Public 166 Charter School to be located within DeQueen School District. The sponsoring entity is JBH Collegiate Academy. The applicant is requesting to serve students in grades K-8 with a maximum enrollment of 360, beginning in the 2017-2018 school year. The applicant has notified affected districts of this proposed public charter school.

ADE staff reviewed the application, and concerns were shared with the applicant for response. The application, the ADE evaluation, and the applicant's response are included for review by the Charter Authorizing Panel.

Presenter: Alexandra Boyd

**Minutes
Charter Authorizing Panel
May 18, 2016**

The Charter Authorizing Panel met on Wednesday, May 18, 2016, in the auditorium of the Department of Education building. Deborah Coffman, Chair, called the meeting to order at 8:30 a.m.

Present: Deborah Coffman, Chair; Dr. Mark Gotcher, Vice Chair; Annette Barnes; Bobby Lester; Jennifer Liwo; Ivy Pfeffer; Greg Rogers; Dr. Eric Saunders

Absent: Stacy Smith

The transcription of this meeting may be accessed on the Arkansas Department of Education website at the following:

<http://www.arkansased.gov/about-ade/charter-authorizing-panel/minutes/archive/2016>

Reports

Report-1 Chair's Report

Ms. Coffman welcomed the members of the Panel and the audience. She introduced the Panel members and then recognized state legislators in attendance.

Senator Jim Hendren and Representative Jim Dotson addressed the Panel.

Ms. Coffman provided the audience with instructions pertinent to the proceedings.

Consent Agenda

It was moved by Ms. Barnes, seconded by Dr. Saunders, and carried unanimously to approve the consent agenda.

Items included in the Consent Agenda: Minutes – April 20, 2016.

Action Agenda

Staff Attorney Jennifer Davis provided the Panel with directions for the proceedings. She also explained the public voting procedures to the Panel and the audience.

A-1 Request for Open-Enrollment Public Charter School Amendment: Arkansas Connections Academy

School leader Edwin Strickland introduced Bryce Adams who presented the Panel with Arkansas Connections Academy's amendment request.

A question and answer period followed.

It was moved by Dr. Saunders, seconded by Dr. Gotcher, and carried unanimously to approve the amendment request.

A-2 Request for Open-Enrollment Public Charter School Amendment: Haas Hall Academy, Fayetteville and Bentonville Charters

Superintendent Dr. Martin Schoppmeyer presented the Panel with Haas Hall's amendment requests.

A question and answer period followed.

It was moved by Ms. Barnes, seconded by Dr. Gotcher, and carried by a six-to-one vote to deny the expansion of the student enrollment cap.

It was moved by Ms. Barnes, seconded by Dr. Saunders, and carried by a five-to-two vote to approve the addition of sibling preference to both charters.

It was moved by Dr. Gotcher, seconded by Ms. Liwo, and carried unanimously to deny the license request for a Springdale campus.

A-3 Request for Open-Enrollment Public Charter School Amendments: Little Rock Preparatory Academy

Superintendent Tina Long presented the Panel with Little Rock Preparatory Academy's amendment request.

A question and answer period followed.

It was moved by Dr. Saunders, seconded by Dr. Gotcher, and carried by a five-to-two vote to approve the amendment request.

A-4 Request for District Conversion Charter School Amendments: Mountain Home High School Career Academies

Superintendent Long presented the Panel with Mountain Home's amendment request.

A question and answer period followed.

It was moved by Ms. Pfeffer, seconded by Dr. Gotcher, and carried unanimously to approve the amendment request.

A-5 Request for District Conversion Charter School Amendments: Springdale School of Innovation

Associate Superintendent Dr. Megan Slocum presented the Panel with Springdale School of Innovation's amendment request.

A question and answer period followed.

It was moved by Dr. Saunders, seconded by Ms. Barnes, and carried unanimously to approve the amendment request.

Adjournment

The meeting adjourned at 12:46 p.m.

Minutes recorded by Kelly McLaughlin.

Fayetteville Classical Academy

Sponsoring Entity: Responsive Education Solutions

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

Grade Levels: K-12

Grade Levels and Enrollment Cap:

School Year	Grade Levels	Maximum Enrollment
2017-2018	K-5	147
2018-2019	K-6	172
2019-2020	K-7	197
2020-2021	K-8	222
2021-2022	K-9	247

Address of Proposed Charter: 271 West Main Street
Farmington, AR 72730

Mission Statement:

Fayetteville Classical Academy (“Classical Academy”) seeks to provide a well-rounded and distinctly 21st century classical education that promotes intellectual curiosity, critical thinking, and virtue, preparing students to make a meaningful contribution in a free society.

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

Fayetteville School District

40.29% free and reduced-price lunch (2015-2016)

Achieving (ESEA 2015) -Literacy, Mathematics, and Graduation Rate

Farmington School District

38.50% free and reduced-price lunch (2015-2016)

Achieving (ESEA 2015) -Literacy, Mathematics, and Graduation Rate

Documentation Provided in Support of the Charter

Letters of Support Included with the Response Document

Kathy Smith

Walton Family Foundation

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

C6: SCHEDULE OF COURSES OFFERED

- Advanced Placement English Composition will require course approval or to be changed to English III.
- Advanced Placement Literature will require course approval or to be changed to English IV.
- The courses offered are lacking one math class and visual arts offerings.
- Logic and Acting I will require course approval.

C9: STUDENT SERVICES

- The budget does not account for consultation with mental health professionals or an ELL Coordinator.
- It remains unclear who is going to train teachers to work with Gifted and Talented students and how that training will be afforded.

C10: GEOGRAPHICAL SERVICE AREA AND C18: FACILITIES

The applicant did not notify the superintendents of Siloam Springs, Gentry, Bentonville, or Rogers when the application for an open-enrollment charter school was submitted. Therefore, the applicant does not have the ability to place a campus in Springdale.

C12: ENROLLMENT CRITERIA AND PROCEDURES

It remains unclear who is going to train teachers to work with Gifted and Talented students and how that training will be afforded.

C15: BUSINESS AND BUDGETING PLAN

The minimum/special qualifications for the chief financial officer, should the applicant have to hire a new CFO, remain unclear.

Arkansas Department of Education
Open-Enrollment Public Charter School
2016 Application

SCORING RUBRIC

PART A GENERAL INFORMATION

Name of Proposed Charter School: **Fayetteville Classical Academy**

Eligible Entity Status:

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

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

PRE-APPLICATION MATERIALS

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

Evaluation Criteria:

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

Fully Responsive

PART B EXECUTIVE SUMMARY

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

Evaluation Criteria:

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

Fully Responsive

PART C NARRATIVE DESCRIPTION OF THE PROPOSED CHARTER

C1: PUBLIC HEARING RESULTS

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

Evaluation Criteria:

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

Fully Responsive

C2: GOVERNING STRUCTURE

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

Evaluation Criteria:

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

Fully Responsive

C3: MISSION STATEMENT

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

Evaluation Criteria:

- A mission statement that is clear and succinct

Fully Responsive

C4: EDUCATIONAL NEED

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

Evaluation Criteria:

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

Fully Responsive

C5: ACADEMIC ACHIEVEMENT GOALS

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

Evaluation Criteria:

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

Fully Responsive

C6: SCHEDULE OF COURSES OFFERED

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

Evaluation Criteria:

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

Fully Responsive

Concerns and Additional Questions:

- Provide time slots for daily schedule for elementary grades.
- Confirm that students will receive 90 minutes a week for physical activity and 40 minutes a week for physical education, art, and music in elementary grades.
- Explain how students will receive technology instruction.
- Clarify when students will receive health instruction in grades K-12.
- Explain how fine arts will be offered in middle grades.
- Confirm which courses will be offered as AP and Pre-AP.
- Explain how students in grades 9 through 12 will receive instruction in instrumental and vocal music, oral communications/drama, civics, and economics.
- Confirm that the charter, if approved, will work with the ADE to receive course approval for Western Civilization or replace it with an approved course. If this approval is not received, the course schedule will be a semester short of reaching the graduation requirements for social studies.
- Confirm that the charter, if approved, will work with the ADE to receive course approval for Biology II or replace it with an approved course. If this approval is not received, the course schedule will be a semester short of reaching the graduation requirements for science.
- Explain how the charter will provide career education courses.

Applicant Response:

Provide time slots for daily schedule for elementary grades.

Kindergarten	1st Grade	2nd Grade	3rd Grade	4th Grade	Time
Phonics/Spelling	Phonics/Spelling	Phonics/Spelling	Spelling/Latin & Greek Roots	Spelling/Latin & Greek Roots	8:00-8:30
Copy Work/Recitations (Writing)	8:35-9:05				
Classic Canon (Reading)	9:10-9:40				
PE/Computer Lab	Art/Music	Math	Math	Math	9:45-10:25

Science	Math	PE/Computer Lab	Art/Music	Science	10:30-11:10
Lunch	Lunch	Lunch	Recess	Recess	11:15-11:45
Recess	Recess	Recess	Lunch	Lunch	11:50-12:20
History/Geography	History/Geography	Art/Music	History/Geography	PE/Computer Lab	12:25-1:05
Math	Science	History/Geography	PE/Computer Lab	Art/Music	1:10-1:50
Art/Music	PE/Computer Lab	Science	Science	History/Geography	1:55-2:35
Enrichment Time	2:40-3:10				

5th Grade	6th Grade	7th Grade	8th Grade	Time
Language Arts/Spelling	Language Arts	Language Arts	Language Arts	8:00-8:40
Classical Canon (Reading)	Classical Canon (Reading)	Classical Canon (Reading)	Classical Canon/Logic (Reading)	8:45-9:25
Spelling/Latin & Greek Roots	Latin Language Study	Latin Language Study	Latin Language Study	9:30-10:10
Math	Math	Math	Math/Algebra I	10:15-10:55
Lunch	Lunch	PE/Computer Lab	PE/Computer Lab	11:00-11:30
PE/Computer Lab	PE/Computer Lab	Lunch	Lunch	11:35-12:05
Science	Science	Science	Science	12:10-12:50
STEM Elective	STEM Elective	STEM Elective	STEM Elective (1 semester) & Career Orientation (1 semester)	12:55-1:35
History/Geography	History	History	History	1:40-2:20
Art/Music/Humanities	Art/Music/Humanities	Art/Music/Humanities	Art/Music/Humanities	2:25-3:05

Confirm that students will receive 90 minutes a week for physical activity and 40 minutes a week for physical education, art, and music in elementary grades.

As evidenced by the above schedule, students will have approximately 150 minutes per week for physical activity via “Recess”. Additionally, they will receive between 80 and 120 minutes a week for physical education and 200 minutes a week for art and music in elementary grades.

Explain how students will receive technology instruction.

When our school opens, we anticipate having a 1:2 ratio of students to Chromebooks; however, by Year 5, we expect to achieve a 1:1 ratio. Students in Grades 3-8 will have regular training on how to use the Google application suite. Students will use Google for e-mail/messaging communication, shared document collaboration, portfolio development, and presentations. Students will take a one semester course of Keyboarding Applications in Grade 7 or 8. At the middle and high school levels, we offer a series of core and elective courses in the STEM field aimed at introducing students to fields such as engineering, medicine, and computer science. These courses are innovative to the extent that they are hands-on, project-based, and allow students a range of avenues to demonstrate learning. At the high school level, we will offer online technology courses either online or in partnership with local community colleges.

Clarify when students will receive health instruction in grades K-12

Students will receive one semester (½ credit) of formal health and safety education in Grade 9. Students in Grades Kindergarten through 8th, in their science and physical education courses, will be introduced to the biological principles related to personal health and safety. Teachers will be responsible for including the content for the health and safety frameworks into their classroom activities.

Explain how fine arts will be offered in middle grades.

In the middle school grades, our classical schools have mandatory art and music courses that occur on an alternating basis. Our campus may offer them on an every other day basis or offer art in one semester and music in another semester.

Confirm which courses will be offered as AP and Pre-AP

Our school may offer the following Pre-AP and Advanced Placement courses. We may offer, via digital platform, other Pre-AP or AP courses for students who need additional enrichment.

- English I: Greek and Roman Literature (Pre-AP)
- English II: Medieval through Romantic Era Literature (Pre-AP)
- Advanced Placement English Composition
- Advanced Placement Literature (Modern Literature)
- Algebra I Pre-AP
- Geometry Pre-AP

- Algebra II Pre-AP
- Pre-Calculus Pre-AP
- Advanced Placement Calculus AB
- Biology Pre-AP
- Chemistry Pre-AP
- Physics Pre-AP
- Advanced Placement Biology I
- Advanced Placement Physics
- Advanced Placement Human Geography
- Advanced Placement World History

Explain how students in grades 9 through 12 will receive instruction in instrumental and vocal music, oral communications/drama, civics, and economics.

Based upon the foundation of art, music, and humanities provided in the elementary and middle school program, we anticipate a vibrant arts program at the high school level. In alignment with the “humanities” graduation track, we offer multiple levels of vocal and instrumental music. For vocal music, we expect to have an on-site, certified music teacher. We offer the following vocal music courses:

- Choir I
- Choir II
- Choir III

These are audition-based courses which can be repeated for fine arts credit. With respect to instrumental music, we offer multiple levels of applied music through an outside provider (professional musician and/or music consortium). Courses include:

- Band I
- Band II
- Band III

As part of our high school fine arts curriculum, we offer the following courses in communications/drama:

- Logic
- Journalism
- Acting I

In addition to fine arts courses, our high school program includes an array of courses in civics and economics, which will be taught on site and build upon the foundation provided through our Core Knowledge at the elementary and middle levels.

- World History
- American History
- Civics
- Economics

Confirm that the charter, if approved, will work with the ADE to receive course approval for Western Civilization or replace it with an approved course. If this approval is not received, the course schedule will be a semester short of reaching the graduation requirements for social studies.

The charter, if approved, we will work with the ADE to receive course approval for Western Civilization or replace it with an approved course.

Confirm that the charter, if approved, will work with the ADE to receive course approval for Biology II or replace it with an approved course. If this approval is not received, the course schedule will be a semester short of reaching the graduation requirements for science.

To meet the requirement, we plan to offer Biology I, Chemistry, and Physics. Consideration for Biology II may be given as the grade levels progress and student academic performance solidifies. We will work with ADE to receive course approval for Biology II once the need arises.

Explain how the charter will provide career education courses.

Arkansas has created curriculum frameworks for all its CTE courses, including internships and workplace readiness. These frameworks are based on career skills and designed to reinforce academic and employability skills. The Director of CTE is currently in the process of exploring ACE (Arkansas Career Education) resources in an effort to curate a comprehensive program for future ResponsiveEd students. We are in the process of exploring all resources available to provide a comprehensive CTE program, including, but not limited to, business interests within the community, local technical needs, and Arkansas Virtual Academy. It is our hope to focus CTE courses on STEM-related content, along with a humanities track that emphasizes the connection between technology and the arts.

We will comply with all the Arkansas standards associated with CTE and we have plans to create three career pathways based on the needs of the local community and student interest.

Remaining Concerns:

- **Advanced Placement English Composition will require course approval or to be changed to English III.**
- **Advanced Placement Literature will require course approval or to be changed to English IV.**
- **The courses offered are lacking one math class and visual arts offerings for high school grades.**
- **Logic and Acting I will require course approval.**

C7: EDUCATIONAL PROGRAM

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

Evaluation Criteria:

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

Fully Responsive

C8: CURRICULUM ALIGNMENT

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

Evaluation Criteria:

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

Fully Responsive

C9: STUDENT SERVICES

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

Evaluation Criteria:

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

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

Fully Responsive

Concerns and Additional Questions:

- Explain how the headmaster will have the capacity to provide counseling while also performing the required duties of a headmaster.
- Explain how additional counseling will be afforded if the need should arise.
- Explain who will address student health concerns.
- Explain how media services will be provided in lieu of a media center.
- Verify that the response to intervention (RTI) process will not prohibit a special education (SPED) referral from being made before the RTI process is completed.
- Confirm that (SPED) students will be provided with allowable accommodations on state assessments.
- Confirm that the specialized transportation that is needed for any SPED student whose individualized education program (IEP) requires it would be provided.
- Explain how English language learners (ELL) programming, assessments, and monitoring will be afforded and who will facilitate the programming, assessments, and monitoring.
- Explain how the social and emotional needs of gifted and talented (G/T) students will be addressed in grades K-12.
- Explain how G/T students in elementary grades will be challenged academically.

Applicant Response:

Explain how the headmaster will have the capacity to provide counseling while also performing the required duties of a headmaster.

The Classical Academy of Fayetteville Headmaster will perform limited counselor duties and those counseling duties will focus on improving the educational life of the student such as giving student's advice regarding higher educational options, interpreting standardized test scores, life after high school, and character education. The Headmaster will work with students one-on-one, in a private setting with teachers and parents, or with peers in a group assembly or discussion forum.

The Classical Academy of Fayetteville will seek to partner with local mental health facilities that will help assist with governing the mental health needs of the student body. The partnership will assist in the development of students with mental health, social and emotional challenges, and mental health disorders.

Explain how additional counseling will be afforded if the need should arise.

The Classical Academy of Fayetteville will seek to partner with an outside consultant or mental health provider to provide additional counseling duties on a contractual basis.

Explain who will address student health concerns.

The Classical Academy of Fayetteville will seek to partner with certified health professionals and health service providers to ensure health services are being met. This will also be inclusive of mandated student health care screenings such as hearing, vision, BMI, and scoliosis. Health care screenings follow-ups will be conducted on students as needed.

Campus Leadership will work with the Directors of Student Health Services to ensure policies, procedures, and work standards for the school health program comply with federal and state regulations/policies.

Professional development will be provided to staff members regarding first responder medical needs. Staff members will be thoroughly trained in First Aid, CPR, use of the Automatic Electric Defibrillator AED systems, and minor injury prevention and treatment.

Explain how media services will be provided in lieu of a media center.

School will provide on-site and online media to support and enhance its educational program. Online media will employ the Google platform through adoption of Chromebooks, initially at a 1:2 ratio, moving toward a 1:1 ration by Year 5. We anticipate supporting Chromebooks through wi-fi and carts of 30 which can be docked and transported from classroom to classroom. This will provide students with broad access to a wide array of digital resources, texts, and research materials.

Teachers will assume the responsibility for the inclusion of all media and learning frameworks within their respective curricula.

Verify that the response to intervention (RTI) process will not prohibit a special education (SPED) referral from being made before the RTI process is completed.

The response to intervention process will not prohibit students from being referred for special education services based on our operating procedures.

Confirm that (SPED) students will be provided with allowable accommodations on state assessments.

Special Education students will be provided with allowable accommodations on state assessments as defined in their IEPs.

Confirm that the specialized transportation that is needed for any SPED student whose individualized education program (IEP) requires it would be provided.

We will follow all rules and regulations regarding specialized transportation of Special Education students and individualized education plans.

Explain how English language learners (ELL) programming, assessments, and monitoring will be afforded and who will facilitate the programming, assessments, and monitoring.

Upon enrollment, potential English Language Learners (ELL) are identified through the Home Language Survey (HLS). Survey responses that report a language other than English (spoken or heard at home) are screened using a state approved placement test (e.g., MAC II). This process is overseen by a Campus ELL Coordinator who in this process is key to collecting and aggregating student data and submitting reports to students, district office, and appropriate state and federal agencies.

All identified ELL students are evaluated upon enrollment as well as annually to ensure that appropriate goals are set forth and that progress is monitored closely for those who meet exit criteria. Progress monitoring for all ELL students, inclusive of those who have exited the program (2 years), is a federal requirement and will be closely monitored by a Campus ELL Coordinator.

Explain how the social and emotional needs of gifted and talented (G/T) students will be addressed in grades K-12.

The social and emotional needs of gifted and talented (G/T) students will be addressed in grades K-12 by offering such students the opportunity to participate in a variety of activities that will allow them to demonstrate their intellectual ability (e.g., spelling bee), creativity (e.g., science fair), leadership (e.g., student council), and performance skills (e.g., school play; talent show). Gifted and Talented students will be challenged in high school with Pre-AP and Advanced Placement courses. Students dealing with social and emotional issues will be offered guidance and support by faculty and staff who are trained in working with Gifted and Talented students.

In addition, our embedded character education program teaches students to manage their activities and understand the impact their activities have on others. This approach seeks to foster student leaders who take ownership of their education, following the tenants of Covey's Seven Habits.

Explain how G/T students in elementary grades will be challenged academically.

Gifted and Talented students in elementary grades will be challenged academically by the academic rigor of classical education and by its accompanying offerings. Students at the elementary grades will be introduced to the foundational elements of the Latin and Greek languages. Our language arts program will introduce students to some of the world's most

important and most challenging authors (e.g., Homer, Plato, Plutarch). For example, as early as second grade, our students transcribe passages from documents such as the U.S. Constitution. Our third graders will do picture studies of works by artists such as Norman Rockwell, while our fifth graders will muse upon and write about Raphael's School of Athens. Our art and music courses will give Gifted and Talented students the opportunity to display their individual creations and talents for their peers. Annual school plays, talent shows, spelling and geography bees, and science fairs will also afford our students with venues to show off their talents. Finally, our elementary students will have an "Enrichment Time" each day that will allow them to receive additional individual attention from teachers who can challenge them further.

Remaining Concerns:

- The budget does not account for consultation with mental health professionals or an ELL Coordinator.
- It remains unclear who is going to train teachers to work with Gifted and Talented students and how that training will be afforded.

C10: GEOGRAPHICAL SERVICE AREA

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

Evaluation Criteria:

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

Fully Responsive

Applicant Response: To clarify, ResponsiveEd is seeking to locate the school in Fayetteville or Farmington or Springdale area. This does not affect the required notification requirements as to all districts where students may have been drawn have been notified according to Ark. Code Ann. § 6-23-302.

Remaining Concerns: The applicant did not notify the superintendents of Siloam Springs, Gentry, Bentonville, or Rogers when the application for an open-enrollment charter school was submitted. Therefore, the applicant does not have the ability to place a campus in Springdale.

C11: ANNUAL PROGRESS REPORTS

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

Evaluation Criteria:

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

Fully Responsive

C12: ENROLLMENT CRITERIA AND PROCEDURES

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

Evaluation Criteria:

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

Fully Responsive

Concerns and Additional Questions: Provide an explanation for the request of a waiver for G/T with the inclusion of a designated G/T coordinator in the narrative of the application.

Applicant Response:

Provide an explanation for the request of a waiver for G/T with the inclusion of a designated G/T coordinator in the narrative of the application.

The classical environment provides an academic ethos which naturally lends itself to support higher level thinking skills. Through our character education program, students develop the tools to become independent learners. Mindful of the need to develop social/emotional learning, in addition to cognitive development, we seek to provide a foundation for lifelong learning. In addition to learning strategies, through Covey's *Seven Habits*, to become successful academic learners, we foster an environment where student can develop autonomous regulation, fostering independent intellectual pursuits. In addition to leveraging student interest through our classical program, we seek to provide choices to students, specifically with respect to their graduation track (STEM or Humanities). Through an array of academic choices and optimal challenge, this approach promotes self-determination and fosters self-regulated learning and intrinsic motivation. We will conduct intensive training with our faculty on addressing the social and academic needs of Gifted and Talented students. Given this, we request a waiver of the G/T requirement, along with a waiver for a G/T coordinator.

Remaining Concerns: It remains unclear who is going to train teachers to work with Gifted and Talented students and how that training will be afforded.

C13: PRIOR CHARTER INVOLVEMENT

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

Evaluation Criteria:

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

Fully Responsive

C14: STAFFING PLAN

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

Evaluation Criteria:

- A job description for the school director and other key personnel, including but not limited to an operations director, board members, teachers, etc.;
- An outline of the professional qualifications required for administrators, teachers, counselors, etc.;
- A staffing plan that clearly outlines both the types and numbers of positions to be filled at the school and salary scales for such positions; and
- The staffing plan presented in this section matches the staff members noted in the budget

Fully Responsive

Concerns and Additional Questions: Address the inclusion of No Child Left behind (NCLB) as it is no longer an educational act.

Applicant Response:

Address the inclusion of No Child Left Behind (NCLB) as it is no longer an educational act.

District will follow rules and regulations as set forth in Every Student Succeeds Act (ESSA) and will do so with the guidance of the Arkansas Department of Education on making sure all provisions and requirements of ESSA are met.

C15: BUSINESS AND BUDGETING PLAN

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

Evaluation Criteria:

- An appropriate plan for managing procurement activities;
- A description of the personnel who will perform business duties, including the requisite qualifications of any proposed personnel;
- A realistic timeline and process by which the governance structure will review and adopt an annual budget;
- A balanced two-year budget estimate that accurately reflects the revenue currently available to the school and expenditures for program implementation and does not rely on one-time grants or other funds that are not presently guaranteed;

- A budget that includes costs for all personnel, programs, and expenses described in other sections of the application;
- An understanding of the minimum number of students required for financial viability and a contingency plan to provide the education program outlined in the program if fewer students than necessary for viability enroll and/or attend;
- Plans to pay for unexpected but necessary expenses; and
- An explanation of the calculations used to project the amounts of federal funding included in the budget

Partially Responsive

Concerns and Additional Questions:

- Provide the qualifications for the chief financial officer (CFO).
- Revise the plan for financial stability as it is unclear, keeping clarity of terminology in mind.
- Explain the discrepancy in the number of pupils needed for viability being at least 205 and the budget being based on a pupil count of 147.

Applicant Response:

Provide the qualifications for the chief financial officer (CFO).

Mr. James Taylor has been the CFO of Responsive Education Solutions since 2010. He has an MBA from the University of California in Berkeley. Mr. Taylor has extensive experience in the financial management and operation of charter schools. He is responsible for all financial and fiscal management aspects of ResponsiveEd operations and also provides leadership and coordination in the administrative, business planning, accounting and budgeting areas. Ms. Karen Cassidy, CPA, works directly under Mr. Taylor as Director of Finance for Out of State Operations. Ms. Katie Stephens, who has a BBA in Accounting and extensive working experience in Arkansas Public Schools, works directly under Ms. Cassidy as Arkansas Accounting Manager for all of Responsive Educations Solutions' Arkansas schools.

Revise the plan for financial stability as it is unclear, keeping clarity of terminology in mind.

A revised Estimated Budget Template is included with our response. It is now anticipated that the enrollment of the school will be 264 ADM in the first year and 318 ADM in the second year, both of which exceed the fully self-sustaining ADM of 205 students. Additionally, the budgets for 2016-17 and 2017-18 were prepared on a conservative basis based on historical experience with other ResponsiveEd schools. Beginning the school with two sections for each grade and adding one grade per year is standard programming for our new schools. This methodology is very similar to that utilized in previous Arkansas schools operated by our organization, such as Northwest Arkansas Classical Academy in Bentonville. ResponsiveEd has a proven track record of fiscal stability maintained by sound fiscal policies and procedures, careful planning, and conservative management that ensure adequate fund balances at all times.

Explain the discrepancy in the number of pupils needed for viability being at least 205 and the budget being based on a pupil count of 147.

As discussed above, the pupil count for the first two years of operations of the school as presented on the revised Estimated Budget Template now exceeds the minimum of 205 pupils necessary for financial viability. Our organization will employ a variety of proven marketing strategies in order to achieve goals for enrolling students such as direct mail, social media, broadcast media, and other techniques.

Remaining Concerns: The minimum/special qualifications for a chief financial officer, should the applicant have to hire a new CFO, remain unclear.

C16: FINANCIAL AND PROGRAMMATIC AUDIT PLAN

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

Evaluation Criteria:

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

Fully Responsive

C17: ARKANSAS PUBLIC SCHOOL COMPUTER NETWORK ASSURANCES

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

Evaluation Criteria:

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

Fully Responsive

C18: FACILITIES

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

Evaluation Criteria:

- An identified facility appropriate to meet the needs of the school over the term of its charter;
- A realistic plan for remodeling or adapting a facility, if necessary, to ensure that it is appropriate and adequate for the school's program, the school's targeted population, and the public;
- Evidence that the school understands the costs of securing and improving a facility and has access to the necessary resources to fund the facility plan; and
- A sound plan for continued operation, maintenance, and repair of the facility

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

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

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

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

Fully Responsive

Applicant Response: To clarify, ResponsiveEd is seeking to locate the school in Fayetteville or Farmington or Springdale area depending on facility availability. This does not affect the required notification requirements as to all districts where students may have been drawn have been notified according to Ark. Code Ann. § 6-23-302.

Remaining Concerns: The applicant did not notify the superintendents of Siloam Springs, Gentry, Bentonville, or Rogers when the application for an open-enrollment charter school was submitted. Therefore, the applicant does not have the ability to place a campus in Springdale.

C19: CONFLICTS OF INTEREST

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

Evaluation Criteria:

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

Fully Responsive

C20: FOOD SERVICES

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

Evaluation Criteria:

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

Fully Responsive

C21: PARENTAL INVOLVEMENT

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

Evaluation Criteria:

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

Fully Responsive

C22: SUSTAINABILITY OF THE PROGRAM

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

Evaluation Criteria:

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

Fully Responsive

C23: DESEGREGATION ASSURANCES

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

Evaluation Criteria:

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

See Legal Comments

C24: WAIVERS

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

Evaluation Criteria:

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

See Legal Comments

Fayetteville Classical Academy

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**Fayetteville Classical Academy
Waivers Requested in Original Application
2016 Open Enrollment Application**

1. School Boards

- Ark. Code Ann. § 6-13-608**
- Ark. Code Ann. § 6-13-611**
- Ark. Code Ann. § 6-13-619**
- Ark. Code Ann. § 6-13-620**
- Ark. Code Ann. § 6-13-622**
- Ark. Code Ann. § 6-13-623**
- Ark. Code Ann. § 6-13-625**
- Ark. Code Ann. § 6-13-634**
- Ark. Code Ann. § 6-13-1303**
- Ark. Code Ann. § 6-13-1401 et seq.**
- Ark. Code Ann. § 6-14-101 et seq.**

In order to meet the goals of the school, district seeks exemption from this portion of the Education Code to the extent that its provisions relating to board size, qualifications, elections, duties, powers, terms, meeting location, and vacancies are: (a) generally not applicable in the open-enrollment charter school context, and/or (b) otherwise outlined in Responsive Education Solutions of Arkansas' bylaws.

Legal Comments: Ark. Code Ann. § 6-13-622 is a constitutional requirement and cannot be waived.

Applicant Response: *ResponsiveEd has obtained exemption from Ark. Code Ann. § 6-13-622 in one of its current charters. Even so, to the extent that waiver is not permitted, ResponsiveEd withdraws its request for a waiver of Ark. Code Ann. § 6-13-622.*

Remaining Legal Issues: None, Ark. Code Ann. § 6-13-622 cannot be waived.

2. Licensures

- Ark. Code Ann. § 6-13-109**
- Ark. Code Ann. § 6-15-1004**
- Ark. Code Ann. § 6-17-301**
- Ark. Code Ann. § 6-17-302**
- Ark. Code Ann. § 6-17-309**
- Ark. Code Ann. § 6-17-401**
- Ark. Code Ann. § 6-17-427**
- Chapter 17, Subchapter 4**
- Ark. Code Ann. § 6-17-902**
- Ark. Code Ann. § 6-17-919**

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**Sections 15.01, 15.02, and 15.03 of the Standards of Accreditation
ADE Rules Governing Educator Licensures
ADE Rules Governing Superintendent Mentoring Program
All other rules required to give effect to this waiver request**

In order to meet the goals of the school, the Classical Academy seeks exemption from all provisions of the Education Code, Rules, and Standards that require superintendents, principals, and teachers to be certified and/or licensed.

Legal Comments: Applicant requests a waiver of Chapter 17, Subchapter 4 and all other rules required. Applicant should specify which additional code and rules it is requesting. Applicant should provide additional rationale on why it needs waivers of teacher licensure if it is going to hire “highly qualified” teachers.

Applicant Response: *In order to meet the goals of the school, the Classical Academy seeks exemption from all provisions of the Education Code, Rules, and Standards that require superintendents, principals, and teachers to be certified and/or licensed. However, within those requirements, we want to have the autonomy to hire the best possible administrators and teachers, even if some of those candidates' qualifications do not include an Arkansas license. The Classical Academy seeks the flexibility to identify and hire those individuals best suited to facilitate the school's unique educational program. The school will be committed to recruiting and hiring quality staff members. The Classical Academy will hire "highly qualified" teachers.*

Remaining Legal Issues: Applicant needs to specify what provisions of the education code, rules, and standards that it is requesting a waiver that are not already listed. Additionally, Applicant should confirm whether this applies to core classes.

3. Employee Contracts

Ark. Code Ann. § 6-17-117

Ark. Code Ann. § 6-17-201

Ark. Code Ann. § 6-17-301

Ark. Code Ann. § 6-17-302

Ark. Code Ann. § 6-17-919

Ark. Code Ann. § 6-17, Subchapter 15 (Teacher Fair Dismissal Act)

Ark. Code Ann. § 6-17, Subchapter 17 (Public School Employee Fair Hearing Act)

All Standards required to give effect to this waiver request

All Rules required to give effect to this waiver request

In order to meet the goals of the school, the Classical Academy seeks exemption from all provisions of the Education Code, Rules, and Standards that require employees to be under contract. The Classical Academy seeks the flexibility to hire all employees on an "at-will" basis, maintaining the flexibility to dismiss employees when it becomes apparent that they are not performing up to the high standards required for successful implementation of the school's

Fayetteville Classical Academy

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unique educational program. Employees will have the ability to appeal their dismissal in accordance with a grievance policy adopted by the ResponsiveEd Board.

Legal Comments: Applicant should provide additional rationale on how a waiver of § 6-17-117 (noninstructional duties) will be used and how it will help the Applicant achieve its goals. Applicant should specify which standards and rules it is requesting to be waived. Applicant should confirm it is requesting a waiver of § 6-17-1501 et seq. and § 6-17-1701 et seq. Applicant has already requested a waiver of Ark. Code Ann § 6-17-301, § 6-17-309, and § 6-17-919. Applicant should confirm if this duplication was intentional or if it intended to request other code sections.

Applicant Response: *In order to meet the goals of the school, the Classical Academy seeks exemption from all provisions of the Education Code, Rules, and Standards that require employees to be under contract. The Classical Academy seeks the flexibility to hire all employees on an "at-will" basis, maintaining the flexibility to dismiss employees when it becomes apparent that they are not performing up to the high standards required for successful implementation of the school's unique educational program. Employees will have the ability to appeal their dismissal in accordance with a grievance policy adopted by the ResponsiveEd Board. The Classical Academy seeks the flexibility to develop its own employee compensation and leave package which will be adopted by the ResponsiveEd Board.*

§ 6-17-117 (noninstructional duties) The Classical Academy seeks exemption from these portions of the Education Code as, with a small staff, we may need to utilize our team during certain hours in order to cover all needed duties. The Classical Academy offers of employment will be made while notifying potential hires of this exemption and potential expectations.

The Classical Academy confirms it is requesting a waiver of § 6-17-1501 et seq. and § 6-17-1701 et seq., Ark. Code Ann § 6-17-301, § 6-17-309, and § 6-17-919 is a duplicate request from a previous section was unintentional and should be omitted from this section only.

Remaining Legal Issues: Applicant needs to specify what provisions of the education code, rules, and standards that it is requesting a waiver that are not already listed.

4. EMPLOYEE COMPENSATION

Ark. Code Ann. § 6-17-111 (Duty-Free Lunch Period)

Ark. Code Ann. § 6-17-201 (Personnel Policies Requirements)

Ark. Code Ann. § 6-17-211 (Use of Personal Leave When Administrator of School Employee is Absent from Campus)

Ark. Code Ann. § 6-17-908 (Teachers' Salary Fund-Authorized Disbursements)

Ark. Code Ann. § 6-17-1001 (Minimum Base Salary)

Ark. Code Ann. § 6-17, Subchapter 12 (Teachers' Minimum Sick Leave Law)

Ark. Code Ann. § 6-17, Subchapter 13 (School Employees' Minimum Sick Leave Law)

Ark. Code Ann. § 6-17, Subchapter 22 (Classified School Employee Minimum Salary Act)

Ark. Code Ann. § 6-17, Subchapter 24 (Teacher Compensation Program of 2003)

Fayetteville Classical Academy

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**Ark. Code Ann. § 6-17, Subchapter 23 (Classified School Employee Personnel Policy Law)
All Standards required to give effect to this waiver request.**

All Rules required to give effect to this waiver request.

In order to meet the goals of the school, the Classical Academy seeks exemption from all provisions of the Education Code, Rules, and Standards that mandate the provision of specific employee benefits relating to compensation, leave, and breaks. The Classical Academy seeks the flexibility to develop its own employee compensation and leave package.

Legal Comments: Applicant should specify which code sections, standards, and rules it is requesting to be waived. Ark. Code Ann. § 6-17-1001 is repealed so a waiver is not necessary.

Applicant Response: *In order to meet the goals of the school, the Classical Academy seeks exemption from all provisions of the Education Code, Rules, and Standards that mandate the provision of specific employee benefits relating to compensation, leave, and breaks. The Classical Academy seeks the flexibility to develop its own employee compensation and leave package that is approved by the ResponsiveEd Board, which is intended to be competitive in the marketplace and fair to all employees. ResponsiveEd Board will adopt personnel policies which will include, but not be limited to the following: salary schedule, fringe benefits, and other compensation issues; annual school calendar including work days and holidays; evaluation procedures; leave; grievance procedures; termination or suspension; reduction in force; and assignments.*

Remaining Legal Issues: Applicant needs to specify what provisions of the education code, rules, and standards that it is requesting a waiver that are not already listed.

5. Academics

- Ark. Code Ann. § 6-15-902(a) (Grading Scale)**
- Ark. Code Ann. § 6-15-1005(b)(5) (Alternative Learning Environments)**
- Ark. Code Ann. § 6-16-102 (School Day Hours)**
- Ark. Code Ann. § 6-16-1204 (Implementation)**
- Ark. Code Ann. § 6-17-114 (Daily Planning Period)**
- Ark. Code Ann. § 6-18-211 (Mandatory Attendance for Students in Grades 9-12)**
- Ark. Code Ann. § 6-18-503(a)(1)(C)(i) (Alternative Learning Environments)**
- Ark. Code Ann. § 6-20-2208(c)(6) (Gifted and Talented)**
- Ark. Code Ann. § 6-21-303 (Rules)**
- Ark. Code Ann. § 6-42, Subchapter 1 (Gifted and Talented)**
- Ark. Code Ann. § 6-48, Subchapter 1 (Alternative Learning Environments)**
- Standards of Accreditation 9.0 (Curriculum)**
- Standards of Accreditation 9.03.4 (38 Units of Credit)**
- Standards of Accreditation 10.02 (Class Size and Teaching Load)**
- Standards of Accreditation 14.03 (Unit of Credit and Clock Hours for a Unit of Credit)**
- Standards of Accreditation 15.01 (School District Superintendent)**
- Standards of Accreditation Standard 18 (Gifted and Talented Education)**

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Standards of Accreditation Standard 19 (Supplementary Educational Opportunities)

Standards of Accreditation 19.03 (Alternate Learning Environments)

Standards of Accreditation 19.04 (Summer School and Adult Education Programs)

ADE Rules for Gifted and Talented Program Approval Standards

ADE Rules Governing Waivers for Substitute Teachers

ADE Rules Governing Parental Notification of an Assignment of a Non-Licensed Teacher to Teach a Class for More Than Thirty (30) Consecutive Days and for Granting Waivers

Section 4 of the ADE Rules Governing the Distribution of Student Special Needs Funding and the Determination of Allowable Expenditures of those Funds (Alternative Learning Environments)

In order to meet the goals of the school, the Classical Academy seeks exemption from all provisions of the Education Code, Rules, and Standards that require alternative learning environments, minimum staffing levels, a school library media services program, Advanced Placement courses, supplementary educational opportunities, and practices which are inconsistent with its unique educational program.

Legal Comments: Applicant should clarify which specific code sections they are requesting waivers. Additionally, ADE Legal Services does not have information to provide guidance since so many unrelated requests have been grouped together with very little specific rationale on how the waivers will be used, how they will help Applicant achieve its goals, and how Applicant will still meet the needs of the students. Additionally, some of the rules Applicant has requested are no longer effective. Applicant should clarify its request so that ADE Legal Services can provide better guidance.

Applicant Response: ACADEMICS

Title 6 of the Arkansas Code Annotated:

- *6-15-902(a) (Grading Scale): The Classical Academy seeks exemption from this provision so that it may flexibility to implement a more rigorous grading scale.*
- *6-15-1005(b)(5) (Alternative Learning Environments): The Classical Academy seeks exemption from this provision to the extent that it requires the Classical Academy to offer an alternative learning environment.*
- *6-16-102 (School Day Hours): The Classical Academy seeks exemption from this provision to the extent that it defines the length of a “school day.” The Classical Academy requests the flexibility to implement its mastery-based classical educational program, which may necessitate a “school day” of more or fewer than six hours.*
- *6-16-1204 (Implementation): The Classical Academy seeks exemption from this provision to the extent that it requires the Classical Academy to offer pre-AP courses. The Classical Academy requests the flexibility to offer pre-AP courses as student interest and need dictates.*

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- *6-17-114 (Daily Planning Period): The Classical Academy seeks exemption from this provision to the extent that it requires the Classical Academy to provide teachers with time for conferences, instructional planning, and preparation. Instead, such time is to be spent before or after school without and addition to the teacher's base pay. Time for instructional planning and preparation should be greatly reduced given the Classical Academy's academic support and curriculum resources.*
- *6-18-211 (Mandatory Attendance for Students in Grades Nine through Twelve): The Classical Academy seeks exemption from this provision to the extent that it requires students in grades nine through twelve (9-12) to enroll in no less than three hundred fifty (360) minutes of planned instructional time each day as a requirement for graduation. The Classical Academy requests the flexibility to implement its mastery-based classical educational program, which may necessitate more or fewer than 360 minutes of planned instructional time each day.*
- *6-18-503(a)(1)(C)(i) (Alternative Learning Environments): The Classical Academy seeks exemption from this provision to the extent that it requires The Classical Academy to offer an alternative learning environment. The Classical Academy itself, as a school of choice, is an alternative learning environment.*
- *6-20-2208(c)(6) (Gifted and Talented): The Classical Academy seeks exemption from this provision to the extent that it requires the Classical Academy to provide a gifted and talented program. Instead, The Classical Academy will offer interested students an opportunity to take part in dual-enrollment, pre-AP, and AP classes.*
- *6-21-303 (Rules): The Classical Academy seeks exemption from this provision to the extent that it requires the Classical Academy to reimburse teachers for personal expenditures on classroom supplies. All educational materials necessary for the effective implementation of the Classical Academy educational program will be provided to the teacher as established in the school budget.*
- *6-42, Subchapter 1 (Gifted and Talented): The Classical Academy seeks exemption from this provision to the extent that it requires the Classical Academy to provide a gifted and talented program. Instead, The Classical Academy will offer interested students an opportunity to take part in dual-enrollment, pre-AP, and AP classes.*
- *6-48, Subchapter 1 (Alternative Learning Environments): The Classical Academy seeks exemption from this provision to the extent that it requires the Classical Academy to offer an alternative learning environment. The Classical Academy itself, as a school of choice, is an alternative learning environment.*

Fayetteville Classical Academy

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State Board of Education Rules:

- *ADE Rules for Gifted and Talented Program Approval Standards: The Classical Academy seeks exemption from this provision to the extent that it requires the Classical Academy to provide a gifted and talented program. Instead, The Classical Academy will offer interested students an opportunity to take part in dual-enrollment, pre-AP, and AP classes.*
- *ADE Rules Governing Waivers for Substitute Teachers: The Classical Academy seeks exemption from this provision to the extent that it requires the Classical Academy to ensure that no class of students receives instructions from a substitute teacher(s) for more than thirty (30) consecutive school days in the same class during the year. The Classical Academy requests the flexibility to identify and utilize those substitute teachers who it believes will effectively implement its unique educational program.*
- *ADE Rules Governing Parental Notification of an Assignment of a Non-Licensed Teacher to Teach a Class for More Than Thirty (30) Consecutive Days and for Granting Waivers: The Classical Academy seeks exemption from this provision to the extent that it requires the Classical Academy to obtain a waiver from the Arkansas Department of Education for teachers who will be teaching outside of the grade level or subject area they are licensed to teach for more than thirty (30) consecutive school days in the same class during a school year. The Classical Academy requests the flexibility to identify and utilize those teachers who it believes will effectively implement its unique educational program.*
- *Section 4 of the ADE Rules Governing the Distribution of Student Special Needs Funding and the Determination of Allowable Expenditures of those Funds (Alternative Learning Environments): The Classical Academy seeks exemption from this provision to the extent that it requires the Classical Academy to offer an alternative learning environment. The Classical Academy itself, as a school of choice, is an alternative learning environment.*

Standards for Accreditation of Arkansas Public Schools and School Districts:

- *9.0 (Curriculum): The Classical Academy seeks exemption from this provision to the extent that it conflicts with the educational program described in the Charter Application.*
- *9.03.4 (38 Units of Credit): The Classical Academy seeks exemption from this provision to the extent that it requires all 38 units to be taught annually. Instead, the Classical Academy requests the flexibility to offer those courses necessary to enable a student to obtain the requisite 22 units required for graduation.*

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- *10.02 (Class Size and Teaching Load): The Classical Academy seeks exemption from this provision to the extent that it requires a certain teacher/student ratio. Instead, the Classical Academy requests the flexibility to establish teacher/student ratios that best implements its individualized educational program.*
- *14.03 (Unit of Credit and Clock Hours for a Unit of Credit): The Classical Academy seeks exemption from this provision to the extent that it sets a minimum of 120 clock hours for each unit of credit. The Classical Academy is a mastery-based system. As such, a unit of credit may be earned in fewer than 120 clock hours.*
- *15.01 (School District Superintendent): The Classical Academy seeks exemption from this provision to the extent that it requires the employment of a full-time superintendent when enrollment exceeds 300. The superintendent for the Classical Academy oversees the operations of several charters.*
- *18 (Gifted and Talented Education): The Classical Academy seeks exemption from this provision to the extent that it requires the Classical Academy to provide a gifted and talented program. Instead, the Classical Academy will offer interested students an opportunity to take part in dual-enrollment, pre-AP, and AP classes.*
- *19.03 (Alternate Learning Environments): The Classical Academy seeks exemption from this provision to the extent that it requires the Classical Academy to offer an alternative learning environment. The Classical Academy itself, as a school of choice, is an alternative learning environment.*
- *19.04 (Summer School and Adult Education Programs): The Classical Academy seeks exemption from this provision to the extent that it requires the Classical Academy to provide opportunities for summer school and adult education programs. Instead, the Classical Academy requests that it be permitted to focus on the educational program described in the Charter Application.*

Remaining Legal Issues: Because Applicant still listed so many unrelated topics under one heading, ADE Legal has attempted to piece together this request in order to provide guidance. However, Applicant should review and provide better organization in order to clarify their request. Additionally, Applicant should provide additional rationale (other than flexibility) as to how the waivers will be used, how they will help Applicant achieve its goals, and how Applicant will still meet the needs of its students and teachers.

In order to fully effectuate a waiver of grading scale, a waiver of the ADE Rules Governing Uniform Grading Scale is needed. In order to effectuate a waiver of Ark. Code Ann. § 6-18-211, a waiver of the ADE Rules Governing Mandatory Attendance for Students in Grades 9-12 is needed. In order to effectuate a waiver of less than 6 hours instructional time, a waiver of the Standards of Accreditation 10.01.4 is necessary. Applicant should confirm whether it is requesting a waiver of the entire § 6-21-303 or only 6-21-303(b). Applicant should specify which subsections of Section 9 are being requested as there may be additional waivers needed

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Information provided by Applicant is in italics.

upon further clarification by the Applicant. Applicant needs to confirm its understanding that special education class sizes cannot be waived. Additionally, if Applicant will be paying its teachers for students over 150, no additional waivers are needed to effectuate a waiver of class size, otherwise a waiver of Ark. Code Ann. § 6-17-812 is needed. In order to effectuate waivers of superintendent, a waiver of the ADE Rules Governing the School Superintendent Mentoring Program is needed. Applicant requested a waiver of the ADE Rules Governing Waivers for Substitute Teachers and the ADE Rules Governing Parental Notification of an Assignment of a Non-Licensed Teacher to Teach a Class for More than Thirty (30) Consecutive Days and for Granting Waivers – both of these rules were repealed in 2012.

6. Support Services

Ark. Code Ann. § 6-18, Subchapter 10 (Public School Student Services Act)

Ark. Code Ann. § Chapter 25 (Public School Library Media and Technology Act)

Standards for Accreditation 16 (Support Services); and all other Standards required to give effect to this waiver request

ADE Rules Governing Public School student Services and all Rules required to give effect to this waiver request

In order to meet the goals of the school, the Classical Academy seeks exemption from all provisions of the Education Code, Rules, and Standards that require specific support services (e.g., guidance and counseling, media services, health and safety services, etc.). The Classical Academy seeks flexibility to provide those support services which it determines are integral to its unique educational program.

Legal Comments: Applicant should specify which code sections, standards, and rules it is requesting to be waived. Applicant should provide rationale on how the waivers will be used, how they will help Applicant achieve its goals, and how Applicant will still meet the needs of the students.

Applicant Response:

***Ark. Code Ann. § 6-18, Subchapter 10 (Public School Student Services Act)
Standards for Accreditation 16 (Support Services)***

Ark. Code Ann. § Chapter 25 (Public School Library Media and Technology Act)

ADE Rules Governing Public School student Services

The Classical Academy of Fayetteville Headmaster will perform limited counselor duties and those counseling duties will focus on improving the educational life of the student such as giving student's advice regarding higher educational options, interpreting standardized test scores, life after high school, and character education. The Headmaster

Fayetteville Classical Academy

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will work with students one-on-one, in a private setting with teachers and parents, or with peers in a group assembly or discussion forum.

The Classical Academy of Fayetteville will seek to partner with local mental health facilities that will help assist with governing the mental health needs of the student body. The partnership will assist in the development of students with mental health, social and emotional challenges, and mental health disorders.

The Classical Academy of Fayetteville will seek to partner with certified health professionals and health service providers to ensure health services are being met. This will also be inclusive of mandated student health care screenings such as hearing, vision, BMI, and scoliosis. Health care screenings follow-ups will be conducted on students as needed.

School will provide on-site and online media to support and enhance its educational program. Online media will employ the Google platform through adoption of Chromebooks, initially at a 1:2 ratio, moving toward a 1:1 ration by Year 5. We anticipate supporting Chromebooks through wi-fi and carts of 30 which can be docked and transported from classroom to classroom. This will provide students with broad access to a wide array of digital resources, texts, and research materials.

Teachers will assume the responsibility for the inclusion of all media and learning frameworks within their respective curricula.

Remaining Legal Issues: Applicant should confirm if they are requesting a waiver of Ark. Code Ann. § 6-18-1001 et seq. or something else. Only a waiver of Sections 16.01 and 16.02 are needed, not the entire section. Applicant needs to confirm that services required by an IEP or 504 Plan cannot be waived.

7. Miscellaneous

Legal Comments: Applicant should clarify which specific code sections they are requesting waivers. Additionally, ADE Legal Services does not have information to provide guidance since so many unrelated requests have been grouped together with very little specific rationale on how the waivers will be used, how they will help Applicant achieve its goals, and how Applicant will still meet the needs of the students. Additionally, Applicant has listed code in the rationale that was not requested in the waiver request. Applicant should clarify its request so that ADE Legal Services can provide better guidance.

Applicant Response:

*Ark. Code Ann. § 6-10-106 (Uniform Dates for Beginning and End of School Year)
6-10-106 (Uniform Dates for Beginning and End of School Year): The Classical Academy will follow the school calendar for the Fayetteville School District but wants the flexibility to adjust based on the needs of the students.*

Fayetteville Classical Academy

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Ark. Code Ann. § 6-15-2302 (General Business Manager)

6-15-2302 (General Business Manager): The Classical Academy seeks exemption from this portion of the Education Code to the extent that it requires a general business manager for a public school district to meet the minimum qualifications established by rule of the Department of Education. The Classical Academy seeks the flexibility to hire a general business manager that is able to address the unique needs of the school's business model.

Ark. Code Ann. § 6-16-105 (United States Flag)

6-16-105 (United States Flag): The Classical Academy seeks exemption from this portion of the Education Code to the extent that it requires the erection of a flagstaff on the school grounds. The Classical Academy may be leasing its facilities. As such, it may not be permitted to erect a flagstaff on the leased property. Otherwise, the Classical Academy will seek alternative methods for prominently displaying the United States flag.

Ark. Code Ann. § 6-16-106 (Arkansas Flag)

6-16-106 (Arkansas Flag): The Classical Academy seeks exemption from this portion of the Education Code to the extent that it requires the erection of a flagstaff on the school grounds. The Classical Academy may be leasing its facilities. As such, it may not be permitted to erect a flagstaff on the leased property. Otherwise, the Classical Academy will seek alternative methods for prominently displaying the Arkansas flag.

Ark. Code Ann. § 6-17-201 et seq. (Committee for Each School District)

6-17-201 et seq. (Committee for Each School District): The Classical Academy personnel policies are developed by ResponsiveEd and approved by the ResponsiveEd Board.

Ark. Code Ann. § 6-17-204 (Incorporation into Teachers' Contracts)

6-17-204 (Incorporation into Teachers' Contracts): The Classical Academy seeks exemption from this portion of the Education Code to the extent that it: (1) prohibits revisions to personnel policies from taking immediate effect, (2) prohibits notice of such revisions through means other than first class mail, and (3) is inconsistent with other waivers requested herein.

Ark. Code Ann. § 6-17-908(a)(4)(B) (Teachers' Salary Fund)

6-17-908(a)(4)(B) (Teachers' Salary Fund): The Classical Academy seeks exemption from this portion of the Education Code to the extent that it requires insurance or other fringe benefits to be approved by a majority of the teachers in the school district. Instead, the provisions of insurance or other fringe benefits will be considered and provided pursuant to action by the ResponsiveEd Board.

Ark. Code Ann. § 6-17, Subchapter 23 (Personnel Policy Law for Classified Employees)

6-17, Subchapter 23 (Personnel Policy Law for Classified Employees): The Classical Academy seeks exemption from this portion of the Education Code. Instead, the ResponsiveEd Board will adopt personnel policies, including, but are not limited to, the following terms and conditions of employment: salary schedule, fringe benefits, and other compensation issues; annual school calendar, including work days and holidays; evaluation procedures; leave; grievance procedures; termination or suspension; reduction in force; and assignments.

Fayetteville Classical Academy

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Information provided by Applicant is in italics.

Ark. Code Ann. § Chapter 19 (Transportation)

Chapter 19 (Transportation): The Classical Academy seeks exemption from this portion of the Education Code to the extent that it conflicts with the transportation services described herein.

Ark. Code Ann. § 6-21 -117 (Leased Academic Facilities)

6-21-117 (Leased Academic Facilities): The Classical Academy seeks exemption from this portion of the Education Code to the extent that it requires that facilities leased by the Classical Academy to conform to the school facility standards defined in the Arkansas School Facility Manual. Considering initial enrollment size, it will be difficult to financially follow through with this requirement. The applicant ensures that any and all facilities that it leases for academic purposes shall meet the requirements of all state and local health and safety codes, the Americans with Disabilities Act, and the Individuals with Disabilities Education Act.

Ark. Code Ann. § 6-21-304 (Manner of Making Purchases)

6-21-304 (Manner of Making Purchases): The Classical Academy seeks exemption from this portion of the Education Code to the extent that it requires bidding in each instance in which the estimated purchase price shall equal or exceed \$10,000. For purchases between \$1,000 and \$50,000, the Classical Academy will use either a state approved vendor or obtain a minimum of three quotes. The Classical Academy will obtain bids in each instance in which the estimated purchase price shall equal or exceed \$50,000.

Standards for Accreditation 21.0 (Auxiliary Services)

ADE Rules Governing Minimum Qualifications for General Business Managers

ADE Rules Governing Eye and Vision Screening

6-11-129 (Data to be Accessible on Website)

Remaining Legal Issues: Because Applicant still listed so many unrelated topics under one heading, ADE Legal has attempted to piece together this request in order to provide guidance. However, Applicant should review and provide better organization in order to clarify their request. Additionally, Applicant should provide additional rationale (other than flexibility) as to how the waivers will be used, how they will help Applicant achieve its goals, and how Applicant will still meet the needs of its students and teachers.

Applicant has already requested a waiver of Ark. Code Ann. § 6-17-201. Applicant should specify which subsections of Ark. Code Ann. § 6-19-101 et seq. are being requested as there may be additional waivers needed upon further clarification by the Applicant. Waiver of Ark. Code Ann. § 6-17-908 is not necessary because Applicant requested a waiver of the definition of teacher in Ark. Code Ann. § 6-17-902. Applicant needs to be aware that federal procurement laws and procedures cannot be waived. Applicant should confirm that eye and vision screenings required as part of an IEP or 504 Plan cannot be waived. Section 9 of the Governing School District Requirements for Personnel Policies, Salary Schedules, Minimum

Fayetteville Classical Academy

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Salaries, and Documents Posted to District Websites is also needed. Applicant should provide rationale on its request for a waiver of § 6-11-129 and how the waiver will help Applicant achieve its goal.

Desegregation Analysis: Fully Responsive



MEMO

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

I. INTRODUCTION

Responsive Education Solutions submitted an application for an open-enrollment public charter school, Fayetteville Classical Academy. The proposed charter school would be located within the boundaries of the Farmington School District. The proposed charter school would provide instruction to students in grades kindergarten through twelve (K-12). The proposed charter school would possess a student enrollment cap of 688. According to its application, the proposed charter school expects to draw students from the Elkins, Fayetteville, Farmington, Greenland, Huntsville, and Springdale school districts.

II. STATUTORY REQUIREMENTS

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

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

The applicant addresses Desegregation Assurances on pages 40 and 41 of its application (attached). To date, none of the affected school districts have submitted a desegregation analysis.

IV. ANALYSIS FROM THE DEPARTMENT

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

	2 or More Races	Asian	Black/African American	Hispanic	Native Am. Hawaiian/Pacific Islander	White	Totals
Affected School Districts							
Elkins School District	9	3	7	74	18	1,020	1,131
	0.80%	0.27%	0.62%	6.54%	1.59%	90.19%	--
Farmington School District	88	17	60	192	20	1,989	2,366
	3.72%	0.72%	2.54%	8.11%	0.85%	84.07%	--
Fayetteville School District	496	363	924	1,164	128	6,577	9,652
	5.14%	3.76%	9.57%	12.06%	1.33%	68.14%	--
Greenland School District	28	2	10	50	4	755	849
	3.30%	0.24%	1.18%	5.89%	0.47%	88.93%	--
Huntsville School District	61	12	5	228	62	1,918	2,286
	2.67%	0.52%	0.22%	9.97%	2.71%	83.90%	--
Springdale School District	301	330	517	9,756	2,608	7,748	21,260
	1.42%	1.55%	2.43%	45.89%	12.27%	36.44%	--
DISTRICT TOTALS	983	727	1,523	11,464	2,840	20,007	37,544
	2.62%	1.94%	4.06%	30.53%	7.56%	53.29%	--
Open-Enrollment Public Charter Schools in Washington and Benton Counties							
Arkansas Arts Academy	39	12	15	108	16	584	774
	5.0%	1.6%	1.9%	14.0%	2.1%	75.5%	--
Haas Hall Academy	12	27	6	26	6	275	352
	3.4%	7.7%	1.7%	7.4%	1.7%	78.1%	--
Haas Hall Bentonville	7	40	4	25	7	212	295
	2.4%	13.6%	1.4%	8.5%	2.4%	71.9%	--
Ozark Montessori	1	2	4	46	5	78	136
	0.7%	1.5%	2.9%	33.8%	3.7%	57.4%	--
NWA Classical Academy	12	112	9	67	6	345	551
	2.2%	20.3%	1.6%	12.2%	1.1%	62.6%	--
CHARTER TOTALS	71	193	38	272	40	1,494	2,108
	3.4%	9.2%	1.8%	12.9%	1.9%	70.9%	--
COMBINED TOTAL	1,054	920	1,561	11,736	2,880	21,501	39,652
	2.7%	2.3%	3.9%	29.6%	7.3%	54.2%	--

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

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

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

The ADE is unaware of any desegregation orders applicable to the Elkins, Fayetteville, Farmington, Greenland, Huntsville, and Springdale school districts.

V. CONCLUSION

As stated above, Arkansas law does not allow the authorizer to approve any public charter school that “hampers, delays, or in any manner negatively affects the desegregation efforts” of a public school district. Ark. Code Ann. § 6-23-106(c). It is difficult to conclude, from data currently available, that the proposed charter school is motivated by an impermissible intent to segregate schools, or that approval would hamper, delay or negatively affect any applicable desegregation efforts of any affected school district. However, the authorizer should carefully examine the proposed charter school application in an attempt to determine whether there are legitimate, non-racially motivated reasons for the charter school’s existence.

Applicant Response:

The Classical Academy proposes to locate its open-enrollment public charter school within the boundaries of the Fayetteville School District, and as an open-enrollment public charter school unconfined by district boundaries, expects to obtain majority of its students from within the boundaries of:

Fayetteville School District
Springdale School District
Huntsville School District
Greenland School District
Elkins School District
Farmington School District

In reviewing the potential impact of the Classical Academy would have upon the efforts of surround school districts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools, the applicant finds that neither Fayetteville School District nor any of its contiguous or neighboring schools are currently subject to, or have been subject to, any court orders or judicial decrees concerning the desegregation of its schools.

The Classical Academy will be race neutral and non-discriminatory in its student selection and admission processes, and its operation will not hamper, delay, or in any manner negatively affect the desegregation efforts of any public school district or districts within the State of Arkansas.



ARKANSAS DEPARTMENT OF EDUCATION

2016 Application Open-Enrollment Public Charter School

Deadline for Receipt of Submission: Thursday, April 28, 2016, 4:00 p.m.
Applications will not be accepted after this time.



Name of Proposed Charter School:

Fayetteville Classical Academy

Any application that is substantially incomplete will not be forwarded to the authorizer for consideration. An application will be considered substantially incomplete if it does not provide enough information to enable staff at the Arkansas Department of Education to provide a meaningful review.

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

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

A. GENERAL INFORMATION

Name of Proposed Charter School: Fayetteville Classical Academy

Grade Level(s) for the School: K-12 Student Enrollment Cap: 688

Name of Sponsoring Entity: Responsive Education Solutions

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

Quest Middle School of West Little Rock, 1815 Rahling Road, Little Rock, AR 72223

Quest Middle School of Pine Bluff, 308 South Blake Street, Pine Bluff, AR 71601

Northwest Arkansas Classical Academy, 1302 Melissa Drive Dr. suite 101, Bentonville, AR 72712

Premier High School of Little Rock, 1621 Martin Luther King Dr., Little Rock, AR 72202

The applicant is an "eligible entity" under the following category (check one):

- a public institution of higher education;
- a private nonsectarian institution of higher education;
- a governmental entity; or
- an organization that is nonsectarian in its programs and operations, and is, or will be, exempt from taxation under Section 501(c)(3) of the Internal Revenue Code. (A copy of the entity's letter from the IRS reflecting tax exempt status or a copy of the entity's application for 501(c)(3) status must be included with the application. Articles of incorporation or a letter acknowledging non-profit status from the Secretary of State will not suffice.) To be eligible, an entity must hold or have applied for 501(c)(3) status at the time this charter application is filed. The entity must receive formal tax exempt status under §501(c)(3) of the Internal Revenue Code of 1986 prior to the first day of its operation with students.

Non-profit entities without the required Internal Revenue Service documentation are not eligible to be awarded charters; therefore, any applications submitted without documentation showing that 501(c)(3) status has been applied for or received will not be reviewed.

Name of Contact Person: Dr. Mary Ann Duncan

Address 1301 Waters Ridge Drive City: Lewisville, TX

ZIP: 75057 Daytime Phone Number: (972) 316-3663 FAX: (866) 396-8657

Email: MDuncan@responsiveed.com

Charter Site

Address: 3155 North College Street City: Fayetteville, AR

ZIP: 72703 Date of Proposed Opening: August 2017

Chief Operating Officer

of Proposed Charter (if known): Robert Davison Title: COO

Address: 1301 Waters Ridge Road City: Lewisville, TX

ZIP: 75057 Daytime Phone Number: (972) 316-3663

The proposed charter will be located in the Fayetteville School District.

Provide a comprehensive list of all individuals, including but not limited to entity board members and charter school board members, involved in the organization and design of the proposed school as well as the proposed application process. Please note that Ark. Code Ann. §6-24-105 prohibits charter school board members from contracting with or being employed by the charter school except in certain limited circumstances.

Name: Dr. Mary Ann Duncan Position: Interim Superintendent State of Residence: TX
Name: Charles Cook Position: Chief Executive 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: Dr. Alan Wimberley Position: Chief Education Officer State of Residence: TX
Name: Curtis Shack Position: AR Program Manager State of Residence: AR
Name: Glenda Simon Position: Executive Director TCPA State of Residence: TX
Name: Scott Davis Position: Director-Classical Schools State of Residence: TX
Name: John Thorburn Position: Director of K-12 Language Arts State of Residence: TX
Name: Dr. Steve Bourgeois Position: Executive Director of Research and Instruction State of Residence: TX
Name: _____ Position: _____ State of Residence: _____
Name: _____ Position: _____ State of Residence: _____
Name: _____ Position: _____ State of Residence: _____
Name: _____ Position: _____ State of Residence: _____

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

9652 (Total District Enrollment)

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

<u>Fayetteville School District</u>	<u>Springdale School District</u>	<u>Huntsville School District</u>
<u>Farmington School District</u>	<u>Greenland School District</u>	<u>Elkins School District</u>
_____	_____	_____

B. EXECUTIVE SUMMARY

Provide the mission statement of the proposed school.

Applicant Response:

Fayetteville Classical Academy ("Classical Academy") seeks to provide a well-rounded and distinctly 21st century classical education that promotes intellectual curiosity, critical thinking, and virtue, preparing students to make a meaningful contribution in a free society.

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

Applicant Response:

The Classical Academy fosters intellectual curiosity, critical thinking, and virtuous character through a rigorous academic program. Through a grounding in the canonical writings of authors such as Homer, the Greek tragedians, Plato, Aristotle, Cicero, Virgil, Augustine, Shakespeare, and Tolkien, along with continuous exposure to history from antiquity through the Renaissance and modern periods, students acquire an intellectual foundation that will serve them in every aspect of their lives, not just the workplace.

Employing the Classical Trivium as an organizing principle, students' progress through the academic program, building upon foundational linguistic skills (Grammar), intellectual inquiry (Logic), and persuasive speaking and writing (Rhetoric). Unique to the academic program is an effort to address the needs of the 21st century learner, specifically in the areas of collaboration, time management, presentation in a variety of media, and the use of emergent technology. Through a mix of Socratic questioning, inquiry-based instruction, project-based learning, technology-assisted learning, and direct teaching, students gain a broad understanding of academic content that is aligned with the Arkansas Curriculum Frameworks.

C. NARRATIVE DESCRIPTION OF THE PROPOSED CHARTER SCHOOL

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

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

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

Applicant Response:

The Classical Academy public hearing was held at the Hampton Inn Fayetteville located at 915 Krupa Drive, Fayetteville, Arkansas 72704 on Tuesday, April 19, 2016 at 6:30 pm. A presentation providing the vision of the school was made by ResponsiveEd representatives Dr. Mary Ann Duncan, Micheal Terry, Glenda Simons, and Curtis Shack. Brochures were provided to give more insight into ResponsiveEd and the Fayetteville Classical Academy.

The local community support is growing in an effort to bring other educational option to the students and families in the Fayetteville, AR / Benton County area.

Additional public meetings regarding the Classical Academy will be held early summer of 2016 to provide more information to those interested in a classical educational option.

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

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

2. Describe the governing structure of the open-enrollment charter school, including board composition, selection process, and responsibilities. Also describe the role of the administrators, faculty, parents, students, and community members in the leadership and decision-making of the school. As part of your response, answer the following specific questions:
 - A. Identify what individual, job position(s), or entity(s) will have final decision-making authority for the school in the areas of (1) finance and purchasing; (2) student discipline; (3) hiring and firing of staff; and (4) hiring and firing of the school director or superintendent.
 - B. Specify how the final decision-maker(s) identified in response to (A)(3) will be selected or elected, including (1) length of term, (2) method of selection or election, and (3) who will have the authority to participate in the selection or election process.
 - C. Explain how and to what extent the school's leadership will be accountable to parents.

Applicant Response:

GOVERNANCE STRUCTURE

The governing structure of Fayetteville Classical Academy is illustrated as follows: (1) ResponsiveEd Board of Directors ("ResponsiveEd Board"), (2) Fayetteville Classical Academy Board of Directors ("Classical Academy Board"), (3) Superintendent, (4) Regional Director, (5) Campus Director, and (6) Teachers/Paraprofessionals.

ResponsiveEd Board

The ResponsiveEd Board will serve as the ultimate governing authority of the Fayetteville Classical Academy and shall, except as specifically described herein, retain final decision-making authority for the Fayetteville Classical Academy in all areas of operation, including, but not limited to: (1) finance and purchasing, and (2) hiring and termination of the Fayetteville Classical Academy Superintendent. The ResponsiveEd Board shall be composed of not less than five (5) members selected by the majority vote of the existing members of the ResponsiveEd Board. Each member shall hold office for a term of three (3) years unless he/she resigns, dies, becomes incapacitated, or is removed by the ResponsiveEd Board. Each member may be reelected an unlimited number of times.

Fayetteville Classical Academy ("Classical Academy Board")

The Fayetteville Classical Academy Board shall have final decision-making authority for Fayetteville Classical Academy in the areas of: (1) student discipline, (2) employee grievances, (3) parent grievances, and (4) community complaints/concerns. The Classical Academy Board shall be composed of not less than three (3) members selected by the majority vote of the members of the ResponsiveEd Board. Each member shall hold office for a term of three (3) years unless he/she resigns, dies, becomes incapacitated, or is removed by the ResponsiveEd Board. Each member may be reelected an unlimited number of times.

Superintendent

The Superintendent shall have final decision-making authority for the Classical Academy in the area of hiring and termination of the Regional Director and Campus Director and will oversee the primary financial and administrative management responsibility for the Classical Academy, including, but not limited to: (1) personnel and payroll administration; (2) professional development/training; (3) curriculum and testing; (4) contract administration; (5) accounting, budgeting, cash management, and financial reporting; (6) information management systems; (7) insurance; (8) child nutrition services; (9) marketing and recruitment; and (10) public relations activities.

Regional Director

The Regional Director will have primary responsibility for the implementation of the Classical Academy's academic programs and systems, will oversee all professional development activities, will be responsible for the educational welfare of the students, and will lead in the development of the educational goals of the community. The Regional Director will promote a shared vision of what the school should be to all stakeholders. In addition, the Regional Director will oversee the development of the culture of the school and will ensure an appropriate balance of time and energy is devoted to goals in the areas of intellectual, physical, social, vocational, emotional, ethical, and developmental needs. The Regional Director will regularly monitor implementation of the academic programs and systems with frequent on-site visits and on-site meetings with staff.

Campus Director

The Campus Director will have primary responsibility for all aspects of the school's daily operations and programs, including the day-to-day management of staff and students. The teachers and staff of the Classical Academy will report to the Campus Director. Similarly, the Campus Director will have the responsibility of hiring and termination campus staff, including teachers, campus secretary, and instructional aides.

Teachers/Paraprofessionals

Teachers/Paraprofessionals are the learning facilitators in the school who maintain direct contact with each student under their care on a day-by-day, moment-by-moment, basis. The Teachers/Paraprofessionals monitor progress, assist students in overcoming learning difficulties, provide motivation, and, in general, create an environment of loving care.

SCHOOL DECISION-MAKING

Fayetteville Classical Academy believes that parents, staff, students, and community will be an integral part of the school governance. The Superintendent, Regional Director, and Campus Director, with support from the Classical Academy Board, will develop a Community Advisory Council ("CAC") to provide input to the Campus Director regarding the following issues: (1) general operation, (2) policy review, (3) long-range strategic plans, and (4) performance standards.

While the CAC will have no official authority in the operation or administration of the Classical Academy, it will serve as invaluable problem-solving body, assisting the Campus Director in maintaining a high-quality and appropriate learning program for the children. The CAC will seek to have two student volunteers, two volunteer parents/guardians of the Classical Academy students, two staff members, and two community leaders. The CAC will meet monthly and will provide input to the Campus Director.

In addition to the CAC, every effort will be made to make parents/guardians partners in their children's education. Such efforts will include: (1) encouraging parents/guardians to serve as school volunteers; (2) promoting and strengthening parental responsibility and involvement; (3) encouraging parents/guardians to serve on school-based committees such as the CAC; and (4) recognizing the importance of the community's historic, ethnic, linguistic, and/or cultural resources in generating interest in family involvement.

3. Give the mission statement for the proposed charter school.

Applicant Response:

Fayetteville Classical Academy ("Classical Academy") seeks to provide a well-rounded and distinctly 21st century classical education that promotes intellectual curiosity, critical thinking, and virtue, preparing students to make a meaningful contribution in a free society.

4. Describe the educational need for the school by responding to the following prompts.

Complete the following charts to include the most recent literacy and mathematics performance assessment data and graduation rates available for the district in which the charter would be located and the schools closest to the proposed charter.

DISTRICT DATA - DISTRICT IN WHICH THE CHARTER WOULD BE LOCATED			
District Name	Fayetteville School District		
District Status	Needs Improvement		
	LITERACY ESEA Report Percentage Achieving or Advanced	MATH ESEA Report Percentage Achieving or Advanced	Graduation Rate Report Card Percent Graduated
All Students (Combined)	54.84	42.80	90.35
Targeted Achievement Gap Group	31.70	23.20	81.86
African American	26.49	15.37	94.52
Hispanic	34.92	24.35	84.31
White/Caucasian	62.49	49.43	90.95
Economically Disadvantaged	32.27	23.36	80.95
English Language Learners/ Limited English Proficient	21.09	22.45	87.10
Students with Disabilities	13.54	12.38	82.46

CAMPUS DATA - ELEMENTARY SCHOOL CLOSEST TO THE PROPOSED CHARTER LOCATION		
District Name	Fayetteville School District	
Campus Name	Butterfield Elementary School	
Grade Levels	K-5	
Campus Status	Needs Improvement	
	LITERACY ESEA Report Percentage Achieving or Advanced	MATH ESEA Report Percentage Achieving or Advanced
All Students (Combined)	56.77	51.69
Targeted Achievement Gap Group	36.67	31.40
African American	27.27	27.27
Hispanic	44.44	40.74
White/Caucasian	63.35	57.59
Economically Disadvantaged	38.68	30.84
English Language Learners/ Limited English Proficient	n<10	20
Students with Disabilities	13.79	24.14

CAMPUS DATA - MIDDLE SCHOOL CLOSEST TO THE PROPOSED CHARTER LOCATION		
District Name	Fayetteville School District	
Campus Name	Holt Middle School	
Grade Levels	5-7	
Campus Status	Needs Improvement	
	LITERACY ESEA Report Percentage Achieving or Advanced	MATH ESEA Report Percentage Achieving or Advanced
All Students (Combined)	44.85	35.80
Targeted Achievement Gap Group	26.58	19.62
African American	16.09	11.63
Hispanic	36.47	30.23
White/Caucasian	53.70	42.44
Economically Disadvantaged	25.94	19.11
English Language Learners/ Limited English Proficient	16.07	19.30
Students with Disabilities	12.16	9.59

CAMPUS DATA - HIGH SCHOOL CLOSEST TO THE PROPOSED CHARTER LOCATION			
District Name	Fayetteville School District		
Campus Name	Fayetteville High School East		
Grade Levels	09-12		
Campus Status	Needs Improvement - Focus		
	LITERACY ESEA Report Percentage Achieving or Advanced	MATH ESEA Report Percentage Achieving or Advanced	Graduation Rate Report Card Percent Graduated
All Students (Combined)	64.77	19.28	91.57
Targeted Achievement Gap Group	43.52	15.43	84.09
African American	43.14	5.13	94.52
Hispanic	48.33	11.32	86.00
White/Caucasian	70.29	21.27	91.99
Economically Disadvantaged	44.95	15.29	83.61
English Language Learners/ Limited English Proficient	26.09	23.08	87.10
Students with Disabilities	28.57	14.29	83.93

Explain the educational need for the charter in light of the academic performance by the district in which the charter would be located and at the schools closest to the charter and other significant factors. Be certain to include the source for information presented.

Applicant Response:

According to the Arkansas Department of Education 2015 district accountability reports, Fayetteville School District has a total enrollment of 9,503, and the overall district status is classified as "Needs Improvement." Fayetteville School District has a total of 14 schools, all of which are classified as "Needs Improvement." In addition, the Haas Hall Academy is located within our proposed attendance zone. This is a traditionally high-performing campus, offering STEM-related curriculum for students in grades 7-12.

A body of research has shown how Classical education improves student performance on state achievement measures. Splittgerber's 2010 study of more than one thousand students in six classical Lutheran schools and nine non-classical Lutheran schools in Texas, Nebraska, and Wyoming revealed that "classical Lutheran schools outperformed the non-classical schools in achievement as assessed through standardized testing" (43). In fact, Splittgerber (2010: 47) found that "Classical Lutheran schools showed a steady increase in achievement over their norm group, while non-classical Lutheran schools showed a steady decline." Splittgerber (2010: 50) discovered that the classical schools he studied outstripped their non-classical counterparts even in the area of mathematics. Equally compelling is the connection between the study of Latin and relatively higher SAT scores: "In 2002, the mean verbal SAT score for Latin students was 666. French, German, and Spanish students, meanwhile, achieved a mean score of 637, 622, and 581, respectively" (Tennery, 2009). On the 2008 SAT Reasoning Test in the areas of Critical Reading and Writing, students who had four years of Latin outscored all other students with four years of a single language by a minimum of 45 and 38 points, respectively. In 2010, college-bound seniors who had taken Latin scored "50 to 60 points above the national average on each of the three mean scores" of the SAT exam.

If the performance of students at schools and or/districts not noted in the previous charts demonstrate the need for the charter, provide the student performance data and its source and explain.

Applicant Response:

Describe the innovations that will distinguish the charter from other schools. The term "innovation" should be interpreted to mean "innovative teaching methods." The applicant may list as few or as many innovative teaching methods as they deem appropriate for their proposed charter.

Applicant Response:

While classical education programs have a range of shared characteristics, including emphasis on grammar, logic, and rhetoric, along with offerings of Latin and Greek, natural sciences, and humanities, our program adds a layer of innovation relating specifically to the needs of the 21st century learner. The following distinctives represent innovative teaching methods and programs that connect the classical curriculum to the unique demands of the 21st century student, building to a two-tier STEM/Humanities high school program.

- **Combining classical and technology:** Our primary instructional innovation involves enhancing a classical foundation with 21st century technology, supporting high school tracks in the STEM and Humanities fields. Mindful of the need for a strong linguistic and intellectual foundation, we seek to foster well-rounded students who are comfortable both in the arts and sciences.
- **Data-informed instruction:** Recognizing the value of ongoing formative assessment, we provide real-time data for instructional adjustment and intervention throughout the school year. Our students take the computer-adaptive NWEA MAP assessment, allowing for ongoing evaluation of curriculum, instructional capacity, and student performance.

- **Blended Learning Options:** Throughout our program, we emphasize a “technology-friendly” environment. With that in mind, we do not promote a rigid approach to the deployment of technology within a classical program. Rather, we offer blended learning opportunities in the form of supplements to core subjects at the elementary and middle school levels. In addition, we offer an array of web-based electives to support our two-tier high school track.
- **Project-Based Learning (PBL):** Starting in middle school, our students experience the PBL process, working individually and collaboratively to form driving questions, establish timelines, and prepare final presentations, both as tangible artifacts and digital exhibitions. Recognizing that collaboration, time management, and presentation skills must be taught, our teachers act as facilitators, guiding students through the project process. By gradually handing over leadership to students, we leverage the motivational potential of the PBL methodology to create lifelong learners.
- **Explicit phonics taught with blended approach:** Based upon a time-tested methodology, we feel that our use of Spalding Phonics from K-2 provides students the best foundation to become independent readers. We implement a blended approach to phonics, combining traditional methodology with digital formative assessments and targeted online interventions, ensuring mastery.
- **Socratic Method with digital support:** We train our teachers to engage students' intellectual curiosity at all grade levels. Through a series of probing questions, students develop the rhetorical skills to engage content critically throughout their academic program. We leverage digital platforms, such as Google Apps for Education, Quizlet, and Socrative, to allow our students to respond to discussion prompts, collaborate, and engage with material on a deep level.
- **Latin as foundational for the academic program:** Our middle school teachers direct a three-year middle school Latin program that teaches students Latin word roots, Roman history, and the foundational principles of Latin grammar. Systematic Latin vocabulary-building facilitates high levels of reading comprehension across disciplines, allowing students to pursue advanced study in Latin, or to transition to commence studying a modern language at the high school level..
- **Latin as a springboard for high school science track:** Because Latin provides the basis for a majority of our scientific and medical terminology, a natural preparation and springboard will exist for high school students to explore potential careers in the health-sciences. Thus, our school would offer the sort of electives (anatomy; physiology; psychology) commonly taken by students who hope to enter such fields.
- **Integrated English/Language Arts program:** Unique to our school is an ELAR curriculum spanning grades K-8 that fosters deep student engagement through appreciation of the beauty of the English language. This systematic pedagogy aligns with the four domains of the English language: listening, speaking, reading, and writing. The primary texts for each lesson are from vibrant literary sources such as stories, fables, poems, speeches, recitation passages, and art masterpieces. Instructional methodology facilitates active engagement with vibrant discussion questions and enjoyable oral and written activities, including cursive penmanship, spelling, and grammar, aligning with or exceeding Arkansas testing requirements. These literature-based lessons not only establish the four domains of language, but also foster integrated skill development in areas of collaboration, listening, speaking, writing, and performing.
- **Historical approach to all subjects:** : We offer a sequences of history that to support our integrated academic program. However, unique in our methodology is a historical approach to all disciplines. For example, we teach science historically, examining how theory, hypotheses, and empirical investigation lead to refined findings, new theory, and subsequent investigation. At the elementary level, we implement Core Knowledge intentionally to reference a common vernacular and set of facts that link all subsequent curricula. Through our middle school Humanities course, we teach seven strands of history, including philosophy, literature, art, music, architecture, religion, and technology, providing an interdisciplinary foundation that prepares students for AP and early college coursework. Teachers collaborate across disciplines to spiral historical content, emphasizing connections that may escape a more traditional course by course approach. Recognizing that history represents both a discipline and a method, we call on our history teachers to facilitate students' hermeneutic understanding of human events. Our cross-disciplinary approach to historical study provides students contextual understanding--something often lost in the assessment-driven culture.
- **AP and early college courses:** Recognizing the need for academic rigor at the high school level, we offer multiple graduation tracks and multiple delivery systems of course content, including AP and dual enrollment. While electives in math, science, and technology are offered through partnerships with community colleges and online content providers, core courses in language, literature, and history will be available through College Board approved AP courses.

- **STEM and technology-based courses:** At the middle and high school levels, we offer a series of core and elective courses in the STEM field aimed at introducing students to fields such as engineering, medicine, and computer science. These courses are innovative to the extent that they are hands-on, project-based, and allow students a range of avenues to demonstrate learning.
 - **Humanities-based courses:** We offer hands-on music and art courses at the elementary level, providing students to explore and build a foundation for advanced studies. At the middle and high school levels, we offer performance/studio based courses in visual art, art history, instrumental music, vocal music, music history, and applied music. Teachers infuse a range of digital media into the courses, allowing students to master both course content and appropriate digital platforms.
- Character education:** Martin Buber (1947) noted that "Education worthy of the name is essentially education of character. For the genuine educator does not merely consider individual functions of his pupil, as one intending to teach him only to know or to be capable of certain definite things; but his concern is always the person as a whole, both in the actuality in which he lives before you now and in his possibilities, what he can become." With that in mind, we infuse character education throughout our program. Starting with Covey's *Seven Habits*, we teach students to manage their activities and understand the impact their activities have on others. Embedded in our instructional approach is the conception that academic effort represents virtuous activity, fostering a mindset of growth, perseverance, and intellectual inquiry.

5. On the following table, list the specific measurable goals in reading, English, and mathematics, based on the state mandated assessments, and any other assessment tools if used, for improving student academic achievement for each year of the public charter school's initial five-year period. For each goal, include the following:

- The tool to be used to measure the academic performance;
- The level of performance that will demonstrate success; and
- The timeframe for the achievement of the goal.

GOAL	Assessment Instrument for Measuring Performance	Performance Level that Demonstrates Achievement	When Attainment of the Goal Will Be Assessed
Math	Arkansas State Assessment	<ul style="list-style-type: none"> • Campus passing rate will meet or exceed the state average in Math. • 60% or more of our students would be proficient or advanced in mathematics at each grade level and school-wide. 	Year 5 of Operation

GOAL	Assessment Instrument for Measuring Performance	Performance Level that Demonstrates Achievement	When Attainment of the Goal Will Be Assessed
Reading	Arkansas State Assessment	<ul style="list-style-type: none"> • Campus passing rate will meet or exceed the state average in Reading. • 60% or more of our students would be proficient or advanced in Reading at each grade level and school-wide. 	Year 5 of Operation
Literacy	Arkansas State Assessment	<ul style="list-style-type: none"> • Campus passing rate will meet or exceed the state average in Literacy. • 60% or more of our students would be proficient or advanced in Literacy at each grade level and school-wide. 	Year 5 of Operation
Math	NWEA MAP	Campus-level MAP Conditional Growth Index will meet or exceed the 50th percentile in Math.	Year 5 of operation
Reading	NWEA MAP	Campus-level MAP Conditional Growth Index will meet or exceed the 50th percentile in Reading.	Year 5 of operation
Language Usage	NWEA MAP	Campus-level MAP Conditional Growth Index will meet or exceed the 50th percentile in Language Usage.	Year 5 of operation
Math	NWEA MAP	Campus-level mean MAP performance will meet or exceed the national norm (50th percentile) in Math.	Year 5 of Operation
Reading	NWEA MAP	Campus-level mean MAP performance will meet or exceed the national norm (50th percentile) in Reading.	Year 5 of Operation

GOAL	Assessment Instrument for Measuring Performance	Performance Level that Demonstrates Achievement	When Attainment of the Goal Will Be Assessed
Language Usage	NWEA MAP	Campus-level mean MAP performance will meet or exceed the national norm (50th percentile) in Language Usage.	Year 5 of Operation

Explain how the attainment of the goals will demonstrate that the charter is meeting the identified educational need for the school and fulfilling its mission.

Applicant Response:

Goals Relating to College Readiness:

While the Classical Academy plans to expand through the ninth grade by the end of the renewal period (Year 5), we will monitor college readiness through NWEA's ACT Linking Study. Projections in Language Usage, Reading, and Math will represent longitudinal growth measures.

By Year 5 of operations, 50% of our students will meet NWEA's college readiness standards.

Goals Relating to Advanced Academics:

In addition, we seek to prepare students for advanced academics through early entry into Algebra I. With this in mind:

In Year 5, 50% of our 8th graders will be enrolled in Algebra I (rather than 8th grade math)

In addition to the state-required academic assessments, we have added a layer of formative assessments through the NWEA MAP. This parallel assessment allows us ongoing diagnostics, longitudinal data sets, and the means to trigger timely targeted interventions. For MAP assessments, we have three data points within each school year, allowing for instructional adjustments across subject areas and timely reporting of student and campus progress. Since we propose an initial K-5 program, while adding an additional grade level each year, we are able to ensure that students attending the Classical Academy have attained the foundational knowledge necessary to progress through our middle and high school programs. NWEA MAP is a particularly valuable tool for predicting algebra readiness. With this in mind, we will evaluate 6th grade MAP math scores, following NWEA recommendations for placement in advanced (honors) math in the 7th grade. This early identification of student capacity will support our goal of relative high enrollment (50% in Year 5) in Algebra I in the 8th grade. Our approach is to triangulate data sources, including Arkansas state assessments, NWEA MAP, and advanced math enrollment data, to ensure our students are on track, and to demonstrate that the charter is fulfilling its mission. As we progress to a high school, we will add metrics relating to college readiness and participation in advanced academics (AP, dual enrollment).

6. For elementary charter schools, provide a daily schedule for all grade levels indicating the classes that will be provided for a one week time period.
 For secondary schools, provide required and elective courses for every grade level. If the school plans to phase in grade levels, include expansion grade levels by year with courses to be offered.

ELEMENTARY DAILY SCHEDULE

GRADE(S): K-4

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
	Language Arts				
	Math	Math	Math	Math	Math
	Science	Science	Science	Science	Science
	History/ Geography	History/ Geography	History/ Geography	History/ Geography	History/ Geography
	PE	PE	PE	PE	PE
	Art	Music	Art	Music	Art
	Phonics	Spelling	Phonics	Spelling	Phonics
	Classical Canon				
	Copy Works \Recitations				

MIDDLE SCHOOL COURSES

GRADE(S): 5-8 YEAR OFFERED: 2018 - 2021

REQUIRED COURSES

- Language Arts, Science, Math, Algebra I, Science, History, Arkansas History, Music, PE, Spelling, Career Orientation, Career Development, Keyboarding

ELECTIVE COURSES

- Classical Canon, Logic, STEM Elective, Humanities Elective, Latin, Geography, Tools for Learning

HIGH SCHOOL COURSES

GRADE(S): 9 YEAR OFFERED: 2021-2022

REQUIRED COURSES

- English 1, Algebra I, Geometry, Biology, Western Civilization

ELECTIVE COURSES

- Latin, PE, Logic, STEM Elective, Humanities Elective, Computer Science
-

GRADE(S): 9-10 YEAR OFFERED: 2022-2023

REQUIRED COURSES

- English I, Algebra I, Geometry, Biology, Western Civilization
- English II, Algebra II, Chemistry, World History

ELECTIVE COURSES

- Latin, Latin II, PE, Logic, STEM Elective(s), Humanities Elective(s), Spanish, Computer Science
-

GRADE(S): 9-11 YEAR OFFERED: 2023-2024

REQUIRED COURSES

- English I, Algebra I, Geometry, Biology, Western Civilization
- English II, Algebra II, Chemistry, World History
- English III, Pre-Calculus, Biology II, US History

ELECTIVE COURSES

- Latin, Latin II, PE, Logic, STEM Elective(s), Humanities Elective(s), Spanish, Spanish II, Computer Science
-

GRADE(S): 9-12 YEAR OFFERED: 2024-2025

REQUIRED COURSES

- English I, Algebra I, Geometry, Biology, Western Civilization
- English II, Algebra II, Chemistry, World History
- English III, Pre-Calculus, Biology II, US History
- English IV, Calculus, Physics, US Government

ELECTIVE COURSES

- Latin, Latin II, PE, Logic, STEM Elective(s), Humanities Elective(s), Spanish, Spanish II, Computer Science, Senior Thesis
-

7. Provide a description of curriculum, programs, and instructional methods used to support core classes. ***Include all associated costs in the proposed budget.***

Applicant Response:

Core Elementary Curriculum:

Language Arts:

- Spalding Phonics (K-2)
- English from the Roots up (3-5)
- Daily Grammar Practice (K-8)
- Classical Novels (3-8)
- Gretchen Bernabei Writing (4-8)
- Integrated Core Knowledge (K-8)

Mathematics:

- Math in Focus (K-8)
 - Math Buddies (K-5)
 - Dreambox Math (6-8)
- First course in Algebra by Bates (9th)

Science:

- Core Knowledge Science
- Supplemental lab materials
- Glencoe/McGraw Biology

Social Studies:

- Core Knowledge History

Course Descriptions

History (Core Knowledge)

We offer a continuum of history that supports our integrated academic program. However, unique in our methodology is an historical approach to all disciplines. For example, we teach science historically, examining how theory, hypotheses, and empirical investigation lead to refined findings, new theory, and subsequent investigation. At the elementary level, we implement Core Knowledge intentionally to reference a common vernacular and set of facts that link all subsequent curricula. Through our middle school Humanities course, we teach seven strands of history, including philosophy, literature, art, music, architecture, religion, and technology, providing an interdisciplinary foundation that prepares students for AP and early college coursework. Teachers collaborate across disciplines to spiral historical content, emphasizing connections that may escape a more traditional course by course approach. By intentionally placing courses such as Humanities within our academic program, students and teachers have the opportunity to articulate a coherent narrative of history, spanning both Eastern and Western cultures. Recognizing that history represents both a discipline and a method, we call on our history teachers to facilitate students' hermeneutic understanding of human events. Our cross-disciplinary approach to historical study provides students contextual understanding--something often lost in the assessment-driven culture.

Language Arts

Unique to our school is a Language Arts curriculum spanning grades K-8 that fosters deep student engagement through appreciation of the beauty of the English language. This systematic pedagogy aligns with the four domains of the English language: listening, speaking, reading, and writing. The primary texts for each lesson are from vibrant literary sources such as stories, fables, poems, speeches, recitation passages, and art masterpieces. Instructional methodology facilitates active engagement with vibrant discussion questions and enjoyable oral and written activities, including cursive penmanship, spelling, and grammar, aligning with or exceeding Arkansas testing requirements. These literature-based lessons not only establish the four domains of language, but also foster integrated skill development in areas of collaboration, listening, speaking, writing, and performing.

Latin

Our Latin program will introduce students to the language, history, culture, art, and architecture of the ancient Romans. Foundational lessons in grammar, vocabulary, and syntax will prepare our students for reading and discussing selected works by ancient Roman authors, to study other Western languages, and to have a deeper understanding of the English language.

Mathematics (Math in Focus)

Our school will utilize Math in Focus, “an authentic Singapore Math® curriculum --with problem solving as the center of math learning and concepts taught with a concrete -pictorial -abstract learning progression through real-world, hands-on experiences. Beyond the digital learning tools and apps that are native to the core program, Math in Focus® Digi+™ offers a complete online teaching and learning environment for students in Grades 1 -5.”

Physical Education

Our physical education program promotes physical fitness for life. Throughout the year, students will focus on health-related fitness, as well as topics associated with health and wellness that will serve through throughout their lives. All students will participate in health-related fitness assessments, aligning to the Arkansas State Standards

Science

In keeping with our primary methodological approach, we teach science historically and contextually. With this approach, science can be viewed as a history of error, where hypotheses are tested, measured, rejected, and reformulated. We integrate the scientific disciplines, providing students a coherent narrative of inquiry. In addition, we have an experiential approach, allowing for hand-on applications of theoretical scientific content. Finally, we embrace the project-based approach and feel science particularly lends itself to this methodology, which is aligned to the Arkansas Science frameworks.

8. Describe the process that will be used to ensure all curriculum materials used in the educational program are aligned with the Arkansas Curriculum Frameworks and the state standards as adopted, and periodically revised, by the State Board of Education.

Applicant Response:

We have a structure of ongoing curriculum review in place at the district level. To support curriculum alignment, we have established monthly meetings of stakeholders who have insight into state standards, performance results, and technicalities of curriculum evaluation. The Curriculum Review Committee meets monthly to evaluate student performance on state assessments, formative assessments (NWEA MAP), and to review proposed changes to state standards. While we have a standing three-year review cycle covering Language Arts/Science, Math/Social Studies, and Electives, the committee is flexible and willing to address time-sensitive curricular needs, particularly in light of ever-changing state standards and assessment instruments. The Curriculum Review Committee is supported by the Arkansas Program Manager and the Superintendent for ResponsiveEd Arkansas, providing guidance on specific state requirements. The review process covers existing and proposed new curricula, fostering a culture of continuous improvement. Central to this structure are content area experts, holding the positions of Director of K-5 Mathematics, Director of 6-12 Mathematics, Director of K-12 English/Foreign Language, Director of K-12 Social Studies, and Director of K-12 Science. These individuals take a lead role in reviewing curricula in their respective content areas, and coordinate with campus staff to supplying instructional adjustments and targeted interventions, based upon multiple data sources. The K-12 Directors serve on the Curriculum Review Committee as appropriate, offering guidance for both vertical and horizontal alignment of curriculum. As an organization, we strive to base all curricular decisions on alignment to state standards, measureable success of students, and efficiency of instructional spending.

9. Describe the manner in which the school will make provisions for the following student services, even in each area for which a waiver is requested:

A) Guidance program;

Applicant Response:

The Classical Academy will seek a waiver for the requirement of a guidance program and on-campus certified counselor. The Headmaster and or campus administration designee will be equipped to give students advice regarding higher education options, life after high school, etc. Similarly, the Classical Academy staff will be informed that they will be responsible to handle issues generally given to a campus counselor. Should the need for a campus counselor be deemed necessary, the Classical Academy will seek an outside consultant on a contractual basis to handle counseling duties. In addition, we will ensure that the Classical Academy will meet all state and federal regulations.

B) Health services;

Applicant Response:

The Classical Academy will offer a health services program that will serve all students and provide immediate attention involving minor sicknesses or injuries, and aid in creation of campus health and safety regulations.

C) Media center;

Applicant Response:

The Classical Academy will seek a waiver for the requirement of a media center. The Classical Academy will

provide on-site and online media to support and enhance its educational program.

- D) Special education, including appropriate state assessments for special education students;

Applicant Response:

The term "Special Education" means specially-designed instruction to meet the unique needs of a child with a disability. The purpose of the Special Education program is to design and deliver quality supports to students, educators, and families for the success of students with disabilities. The Special Education Services will meet all state and federal requirements.

IMPLEMENTATION OF THE INDIVIDUALIZED EDUCATION PROGRAM

When IEPs must be in Effect: The Classical Academy shall have an Individual Education Program ("IEP") in effect for each identified child with a disability. The Classical Academy will ensure that the IEP is in effect before special education and related services are provided to an eligible child, and that the IEP is implemented as soon as possible following the IEP committee meeting.

Transfer Students: For a student who is new to the Classical Academy, a Transfer IEP committee will meet prior to or upon the student's enrollment. In this case, the parents must verify that the student was receiving special education services in the previous school district, or the previous school district must verify in writing or by telephone that the student was receiving special education services. A second IEP committee meeting must be held within 30 school days from the date of the first IEP committee meeting to finalize or develop an IEP based on current information.

EVALUATION OF CHILDREN TO DETERMINE ELIGIBILITY

Initial Evaluation: Referral of students for a full and individual initial evaluation for possible special education services is a part of the Classical Academy overall general education Response to Intervention program. Prior to referral, students experiencing difficulty in the general classroom are considered for all support services available to all students, such as tutorial, remedial, compensatory, and other services. If the student continues to experience difficulty, the student is referred to the Student Success Team (SST) for additional services through the Response to Intervention program. School personnel document the provision of the additional interventions and the results. When a student does not progress adequately, the student is referred for a full and individual evaluation. The Classical Academy ensures that a full and individual evaluation is conducted for each student being considered for special education and related services. The evaluation is completed prior to the initial provision of special education and related services and addresses if the student is a "student with a disability" in accordance with federal and state requirements and the educational needs of the student.

DEVELOPMENT, REVIEW, AND REVISION OF THE IEP

In both the development and review of a child's IEP, the IEP team will consider the strengths of the student and the concerns of the parents for enhancing the education of their child; the results of the initial or most recent evaluation of the child; and, if appropriate, the results of the student's performance on any state or district-wide assessment that has been administered. The IEP team will also consider special factors such as: whether a child's behavior impedes his/her learning or the learning of others; whether a student is limited English proficient and the language needs of the child as those needs relate to the child's IEP; what the communication needs of the student are; and whether the child needs assistive technology devices/services. The Classical Academy will provide special education and related services to a child with a disability in accordance with the child's IEP and make a good faith effort to assist the child to achieve the goals and objectives or benchmarks listed in the IEP. Review of the IEP will occur annually or more frequently if the student is not being successful.

LEAST RESTRICTIVE ENVIRONMENT ("LRE") PLACEMENT

General Least Restrictive Environment Requirements: The Classical Academy will assure that students with disabilities are educated with nondisabled students to the maximum extent appropriate to meet the student's individual education program and overall educational needs. In providing programs, services, and activities for students with disabilities, The Classical Academy shall first consider the least restrictive environment of the general education program. Special classes, separate schooling or other removal of students with disabilities

from the general education environment occurs only when the nature and severity of the disability is such that education in general classes, with the use of supplementary aids and services cannot be achieved satisfactorily.

E) Transportation;

Applicant Response:

The Classical Academy will elect not to provide transportation services. Should the need for transportation be deemed necessary to address, funds will then be budgeted to allow students the ability to use public transportation.

The Classical Academy will also explore before and after school options for students to support parental and public transportation avenues.

F) Alternative education, including Alternative Learning Environments;

Applicant Response:

The Classical Academy will seek a waiver from Alternative Learning Environments and will strive to provide a classical approach to students. The Classical Academy embodies key practices described in the *Exemplary Practices in Alternative Education: Indicators of Quality Programming*. A couple of areas stand out as promoting success in serving all students. These areas are Program Evaluation and Professional Development to improve teaching and learning at an atypical school. ResponsiveEd offers innovative, non-typical approaches to the instruction, leading students to become lifetime learners.

The Classical Academy staff will actively facilitate instruction in content areas for these students by relying on students' strengths via prior instruction, taking inventory of students' weaknesses/needs, and providing a personalized approach when tutorials are indicated. The Classical Academy's classical education approach assists students to a successful career and a higher education experience.

G) English Language Learner (ELL) instruction; and

Applicant Response:

The Classical Academy will offer a program that serves students identified as students of limited English proficiency in English. All students new to the school will complete a Home Language Survey (HLS) form at the time of enrollment. This form will be used to identify students whose home and/or native language is other than English. All students identified as Language Minority Students (LMS) will be initially assessed with a valid and reliable instrument in the four modalities (reading, writing, speaking and comprehension). Students who are not proficient in English will be assessed annually with a valid and reliable instrument to determine progress being made towards English proficiency.

H) Gifted and Talented Program.

Applicant Response:

A waiver will be sought for the inclusion of a gifted and talented program at the Classical Academy. Upon program assessment, if the need for such a program is determined, then Classical Academy will attempt to align with a local distinguished college or university in order to offer students the opportunity to take dual-enrollment classes. Students will have an opportunity for dual credit enrollment in their senior year. The Classical Academy will offer pre-advanced placement and eventually advanced placement classes in subsequent years.

10. Describe the geographical area to be served by the charter. List all school districts within the geographical area likely to be affected by the open-enrollment public charter school.

Applicant Response:

The Classical Academy of Fayetteville will be an open-enrollment public charter school; therefore, we could draw

students from anywhere in the state. The school will be located within the city limits of Fayetteville, and will also be located within the boundaries of the Fayetteville School District. It is anticipated that the Classical Academy of Fayetteville will receive most of its students from the Fayetteville, Farmington and Springdale School Districts, with some students also coming from the Elkins, Greenwood, and Huntsville School Districts. The maximum enrollment in the first five (5) years of the charter will be 478 students.

According to the 2015-2016 enrollment information housed on the Department of Education Data Center's website, there were 9,652 students enrolled in the Fayetteville School District; 2,366 students enrolled in the Farmington School District; 21,260 students enrolled in the Springdale School District; 1,131 students enrolled in the Elkins School District; 849 students enrolled in the Greenland School District; and 2,286 students enrolled in the Huntsville School District. The school will enroll approximately 147 students in 2017-18; of those 147 students, it is estimated that up to 75 students would come to the Classical Academy of Fayetteville from the Fayetteville School District; up to 30 students from the Farmington School District; up to 25 students from the Springdale School District; and up to 17 students from the Elkins, Greenland and Huntsville School Districts combined. At its maximum enrollment, it is estimated that up to 244 students would come to the Classical Academy of Fayetteville from the Fayetteville School District; up to 98 students from the Farmington School District; up to 81 students from the Springdale School District; and up to 55 students from the Elkins, Greenland and Huntsville School Districts combined.

It is also possible that the Classical Academy of Fayetteville will enroll students who currently attend private schools or who are home-schooled students.

11. Describe the plan for the school officials to provide an annual report to parents, the community, and the authorizer that demonstrates the progress made by the charter school during any previous academic year in meeting its academic performance objectives. (*See ADE Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts.*)

Applicant Response:

The Classical Academy will comply with annual progress report requirements stated in the Standards for Accreditation, Standard II, Goals and Administration of Arkansas Public Schools and School Districts, Section 7.04.2. With feedback received from parents and the community, the Classical Academy will annually develop a comprehensive progress report which includes updated data regarding student performance, program objectives, and accreditation standards. A School Improvement Plan will also be created annually in order to project further campus needs, as well as a clear plan to correct any known program deficiencies. All reports will be written based on ADE regulations and guidelines.

In accordance with Section 7.02, Standard II, Standards for Accreditation, annual reports will be submitted for review to the ADE, as well as posted in the Arkansas Democrat Gazette (or any other newspaper with general circulation in the district) at or before November 15th. Data will also be made readily available to the general community via the Classical Academy campus website. Printed copies of the reports will be available for distribution at the Classical Academy.

The Classical Academy will host an annual public gathering in order to provide further information regarding the academic program, as well as campus policies and goals, for parents, students, and other stakeholders. This meeting will also serve as a way for interested parties to share with the staff of the Classical Academy their questions and suggestions regarding the program, campus, and annual report data. Such a meeting will be held in compliance with any and all ADE regulations for disseminating annual report information.

12. Complete the following table with data about the district in which the charter proposes to locate and projections for the charter school.

Applicant Response:

Fayetteville School District School District in Which the Charter is to be Located			Percentage of Students Projected at the Charter				
	2015-2016		2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
	Number	%	%	%	%	%	%
All	9,652						
Two or More Races	496	5	6	7	8	8	9
Asian	363	3	2	3	3	3	3
Black	924	9	8	9	10	12	13
Hispanic	1,164	12	10	10	12	14	15
Native American/ Native Alaskan	64	1	1	1	1	1	1
Native Hawaiian/ Pacific Islander	64	1	1	1	1	1	1
White	6,577	68	72	68	65	62	58
Free and Reduced Lunch	3,807	39.44	37	38	39	40	41
Data Below from 2014-2015 Cycle 4 Report							
Migrant	31	1	1	1	1	1	1
LEP	853	8	5	5	6	7	8
Gifted & Talented	877	9	0	0	0	0	0
Special Education	1,143	12	8	10	11	13	15
Title I	4,214	43	33	35	37	40	43
			2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Grades to be Offered at the Charter			KF-5	KF-6	KF-7	KF-8	KF-9
Enrollment Cap at the Charter			147	172	197	222	247

Describe the enrollment criteria and recruitment processes, that will provide an equal opportunity for all parents and students to learn about and apply for admission to the proposed public charter school.

Applicant Response:

As per Section 10.02.02 of the Arkansas Department of Education Rules for Governing Charter Schools and/or any and all applicable federal and state laws, Classical Academy will not deny enrollment to any high school eligible student based on gender, national origin, race, ethnicity, religion, disability, academic, or athletic eligibility. Nor will the Classical Academy discriminate against students with special education needs or those qualified as English Language Learners. It will be the intention of Classical Academy to enroll students from all walks of life, regardless of socioeconomic status. Consistent with previous ResponsiveEd campuses, information regarding the vision of the Classical Academy will be readily available to all parents, students, and stakeholders via the Classical Academy campus website. Parties interested in applying for enrollment or seeking further campus information will be encouraged to either call the campus or visit the campus website. To raise enrollment awareness for students of all ages and ethnicities, a strong marketing presence will also be necessary to increase visibility for the Classical Academy. This will be achieved through the use of campus-specific postcards, banners, signs, and, potentially, billboards spread throughout the areas in the community most likely to draw students of various age groups and ethnicities, such as shopping malls, grocery stores, athletic facilities, or movie theaters. Marketing materials will include information as to how one can contact the Classical Academy to learn more about the campus, as well as how to enroll.

RANDOM LOTTERY PROCESSES

Should more individuals apply for admission to the Classical Academy than can be accommodated ; a random, anonymous lottery will take place in order to allow all eligible, interested students an equal opportunity to enroll at the campus. Lottery proceedings will occur at the Classical Academy campus, will be governed by the Headmaster, as well as overseen by a member of the Community Advisory Council and other available campus staff. Prior to such an event, proper notification will be posted on the campus website. Similarly, the ADE Public Charter School Program Coordinator will be notified in advance of the lottery.

Check which of the following enrollment preferences, as permissible in Arkansas Code Annotated §6-23-306(14)(C), would be allowed at the charter school.

- 1. Children of founding members of the charter
- 2. Siblings of enrolled students
- 3. No enrollment preferences (No other boxes may be checked in order to select this option.)

If box 1 and/or 2 are checked, explain the policy.

Applicant Response:

If an enrollment vacancy arises, the individual on the waiting list with the lowest number assignment will be offered admission and then removed from the waiting list. If an application is received after the open-enrollment period has passed, the applicant's name will be added to the waiting list behind the names of the eligible applicants who timely applied. Federal guidelines permit the school to exempt from lottery process students who are already admitted under the charter, siblings of students already admitted under the charter, and children of charter's founders, teachers, and staff. Students of the previously mentioned will automatically be given a space in the lottery or will be given preference at the top of the lottery if the grade level is full.

It is affirmed that a random, anonymous student selection method will be utilized in the event that more students apply for admission to the open-enrollment public charter school than can be accommodated under the terms of the charter, except as allowed for in Arkansas Code Annotated §6-23-306(14)(C).

- Yes
- No

Describe procedures for conducting the an annual single lottery enrollment process, including the timeline for enrolling, the date of the lottery, and the way in which students will be placed on waiting lists, and the process for notifying parents about each child's selection or order on the waiting list. Explain how the charter will ensure that the lottery process is transparent to the public.

Applicant Response:

If the number of eligible applicants does not exceed the number of vacancies, then all eligible applicants who have timely applied during the open-enrollment period will be offered admission. If there are more eligible applicants than available spaces in a class/grade/school, then a lottery will be conducted at a time set by the school each year. A name (or number assigned to a name) will be drawn for each vacancy that exists, and each applicant whose name (or number) is drawn will be offered admission. The remaining names will then be drawn and placed on a waiting list in the order in which they were drawn.

Notification of admission will be made by telephone, e-mail, or U.S. Postal Service. Failure of a parent to respond within 48 hours of the date of the telephone call or e-mail, or within three business days of a post-marked letter, will forfeit his or her position in the lottery. Parents should call the school immediately upon receipt of the notice in order to preserve their student's position in the lottery.

If a vacancy arises, the individual on the waiting list with the lowest number assignment will be offered admission and then removed from the waiting list. If an application is received after the open-enrollment period has passed, the applicant's name will be added to the waiting list behind the names of the eligible applicants who timely applied.

Exceptions

Federal guidelines permit the school to exempt from the lottery process students who are already admitted under the charter, siblings of students already admitted under the charter, and children of the charter's founders, teachers, and staff.

If it is believed that the use of a weighted lottery is required by federal court or administrative order, explain and furnish a copy of the order.

Applicant Response:

Explain how students leaving the charter during the school year will impact students on the waiting list.

Applicant Response:

If a student vacancy arises, the individual on the waiting list with the lowest number assignment will be offered admission and then removed from the waiting list. Notification of admission will be made by telephone, e-mail, or U.S. Postal Service. Failure of a parent to respond within 48 hours of the date of the telephone call or e-mail, or within three business days of a post-marked letter, will forfeit his or her position. This will ensure that the current enrollment stays consistent and that all students on the weight list has the same opportunity to be enrolled in the school.

13. Name any founders or board members of the proposed charter's sponsoring entity, management company staff, and/or leaders of the proposed charter who have any prior involvement in the operation of one or more other charter schools and complete a Prior Charter Involvement **template** for each individual listed.

Applicant Response:

Charles Cook - Chief Executive Officer
Dr. Alan Wimberley - Chief Education Architect
Robert Davison - Chief Operating Officer
Dr. Mary Ann Duncan - Interim Superintendent
James Taylor - Chief Financial Officer
Ben Klingstein - Board Member
Lance Losey - Board Member
Daniel Maddalena - Board Member
Marvin Reynolds - Board Member
Curtis Shack - Arkansas Program Manager
Glenda Simon - Executive Director - TCPA

Scott Davis - National Director of Classical Schools
John Thorburn - Director of K - 12 Language Arts
Dr. Steve Bourgeois - Executive Director of Research, Evaluation, and Instruction

14. Summarize the job descriptions of the school director and other key personnel by completing the information fields below for each position. Specify the salary range, qualifications, and job duties to be met by professional employees (administrators, teachers, and support staff) of the program.

Applicant Response:

ADMINISTRATORS

Administrator Position: Campus Director

Reports to: Superintendent of Responsive Education Solutions Arkansas

Salary Range: 60,000 - 80,000

Minimum Qualifications Required

Education Required:

Bachelor's degree from a four-year accredited College or University, Master's degree preferred.

Experience Required:

3+ years of experience in supervising a staff of 5 or more, preferred

3+ years of experience in managing budgets, preferred

3+ years of vendor management, preferred

Certification Required:

Possess a Current Arkansas Standard Teaching License with four years teaching experience, preferred.

Accredited College or University's graduate degree or program of study that is reflective of the Current Arkansas Leadership Standards for School Leaders for Headmaster, preferred.

Successful completion of the Administrator Licensure Completion Plan (ALCP) for Building Level Administrator, preferred.

TESS Credentials

Job Duties: List up to 5 key duties this individual will perform.

- Directly supervises employees in accordance with the organization's policies and applicable laws.
 - Interviewing, hiring, and training employees.
 - Planning, assigning and directing work.
 - Appraises the performance of staff, rewards and disciplines employees according to Classical Academy of Fayetteville's policies and procedures, and addresses and resolves complaints and problems.
-

TEACHERS

Teacher Position: Classroom Teacher

Reports to: Campus Director

Salary Range: 35,000 - 50,000

Minimum Qualifications Required

Education Required:

Must have a Current Arkansas Standard Teaching License.
Highly Qualified (HQ) with a minimum of a Bachelor's degree from a four-year accredited College or University.
Must demonstrate content knowledge in the subject area(s).

Experience Required:

Teaching experience in a Public or Private School is preferred.

Certification Required:

Must meet NCLB Highly-Qualified requirements.

Job Duties: List up to 5 key duties this individual will perform.

- The Teacher will be responsible for the Instructional and Program Management for all students assigned.
- The Teacher will administer and monitor Diagnostic Tests to determine a student's performance level and assigns curriculum accordingly.
- The Teacher must prepare academic projections for all students 9th grade and higher and prepares a course of study following curriculum guidelines or requirements of state and school.
- The Teacher will administer tests to evaluate student's progress, records results, and issues reports to inform parents of progress.

Teacher Position: Special Education Teacher

Reports to: Campus Director

Salary Range: 35,000 - 50,000

Minimum Qualifications Required

Education Required:

Highly Qualified (HQ) with a minimum of a Bachelor's degree from a four-year accredited College or University.
Must demonstrate content knowledge in the subject area(s).

Experience Required:

Must meet Highly-Qualified requirements.
Teaching experience in a Public or Private School is preferred.

Certification Required:

Must have a Current Arkansas Standard Teaching License in Special Education (SPED).

Job Duties: List up to 5 key duties this individual will perform.

- Schedule and conduct Admission, Review, and Dismissal (ARD) meetings to ensure the appropriate placement and development of individual education plans for students with disabilities within specific timelines.
 - Schedule Full and Individual Evaluations ensuring that all timeline requirements are met.
 - Ensure student individualized education programs (IEPs) are appropriately written and implemented.
Ensure that student progress is evaluated on a regular basis, and that the findings are used to make special education services more effective.
 - Assist the campus administrator with the Response to Intervention process.
 - Develop and implement transition services for special education students as determined by the ARD.
-

SUPPORT STAFF

Support Staff Position: Campus Secretary

Reports to: Campus Director

Salary Range: 13.00 - 18.00 per hour

Minimum Qualifications Required

Education Required:

One-year certificate from college or technical school; or two years of related experience and/or training; or equivalent combination of education and experience.

Experience Required:

Must have 2+ years of experience in working within an office environment.

Certification Required:

None

Job Duties: List up to 5 key duties this individual will perform.

- Ensure appropriate enrollment forms are completed and faxed to the APSCN Coordinator in a timely manner. Ensure timesheets are completed daily and faxed to corporate staff prior to each payday.
 - Complete Purchase Order (PO) for corporate staff approval so that school supplies may be ordered.
 - Communicate effectively with Parents and ResponsiveEd staff via email, telephone, fax, and in person in a professional manner.
 - Ensure appropriate enrollment forms are completed and faxed to the APSCN Coordinator in a timely manner. Ensure timesheets are completed daily and faxed to corporate staff prior to each payday.
 - Assist parents in completing Enrollment forms and ensure Cumulative Record folders are completed according to state and school requirements.
-

Support Staff Position: Instructional Aide

Reports to: Campus Director

Salary Range: 14.00 - 18.00 per hour

Minimum Qualifications Required

Education Required:

Associates degree or equivalent from an accredited College or University preferred.

Experience Required:

Six months to one year related experience or training preferred.

Certification Required:

Teacher's Certificate recommended but not required.

Job Duties: List up to 5 key duties this individual will perform.

- Assist teacher in all areas of work.
 - Assist students with academics
 - Distribute lesson plans or assign computer lessons to students.
 - Grade student tests.
-

15. Explain how the school will conduct its business office. Tell about business office personnel and describe the plan for managing procurement activities, and the process by which the school governance will adopt an annual budget.

Applicant Response:

A Superintendent will be contracted by the school through ResponsiveEd School Services Inc. ("School Services") to oversee the hiring of local personnel, operations of the schools, and the administration of school responsibilities and obligations for the state of Arkansas.

A Regional Director, Headmaster, Administrative Assistant, and part-time staff will be hired by the Superintendent for the school as administrative staff. The instructional staff will consist of sixteen teachers, two special education teachers, and ten aides. One teacher will be identified as the Testing and Guidance Specialist.

Financial, facility, and IT services will be contracted through School Services. The Superintendent is responsible to ensure that the school and contractor conform to the following practices and procedures currently in place at the ResponsiveEd home offices.

ACCOUNTING

The Classical Academy shall comply fully with the following:

- A. generally accepted accounting principles (GAAP);
- B. the Financial Accountability System Resource Guide; and
- C. the federal standards for financial management systems, 34 Code of Federal Regulations §80.20, and/or other applicable federal standards.

Accounting data will be maintained through the Arkansas Public School Computer Network (APSCN) as required.

FISCAL YEAR

The Classical Academy shall operate on a fiscal year beginning July 1 and ending June 30.

BUDGETS

The budget shall be approved by the Board by June 30, and submitted to the Arkansas Department of Education by September 1. The budget shall be used to monitor and evaluate the financial status of the school throughout the fiscal year.

Financial statements displaying budget vs. actual results shall be prepared by the Superintendent and presented to the Board at each board meeting.

The budget provides authority to expend funds for the purposes indicated and in accordance with state law, Board policy, and the school's approved purchasing procedures. The expenditure of funds shall be under the direction of the Superintendent who shall ensure that funds are expended in accordance with the adopted budget.

The budget shall be amended when a change is made increasing any one of the functional spending categories.

PROCUREMENT

The school will adopt a procurement process which complies with Arkansas state law. The applicant shall procure only those items and services which are required to perform the mission and/or fill a bona fide need. Procurements shall be made using best value contracting which includes assessing the best value considering quality, performance and price. The applicant shall use an open market procurement process, which requires sound business reasons for purchases less than \$10,000. The applicant shall adhere to the following objectives:

- A. procurements shall be completely impartial based strictly on the merits of supplier and contractor proposals and applicable related considerations such as delivery, quantity, etc.;
- B. make all purchases in the best interests of the school and in accordance with funding source guidelines;
- C. obtain quality supplies/services needed for delivery at the time and place required;
- D. buy from responsible sources of supply;
- E. obtain maximum value for all expenditures;
- F. deal fairly and impartially with all vendors;
- G. maintain dependable sources of supply; and
- H. be above suspicion of unethical behavior at all times; avoid any conflict of interest, related parties or even the appearance of a conflict of interest in the Classical Academy supplier relationships.

The applicant shall execute a *Purchase Order* for all purchases and it shall be approved by the Campus Director \Headmaster for purchases less than \$500, by the Chief Financial Officer for purchases less than \$2500, by the Chief Executive Officer/Superintendent or Chief Operating Officer for purchases less than \$25,000. All purchases in excess of \$25,000 will be presented to the Board of Directors for approval with the exception of the purchase of computers already approved in the annual budget. All lease agreements shall be evidenced by a lease or sublease agreement approved by the Board and signed by the Superintendent. The agreement shall identify all the terms and conditions of the lease.

Complete the budget template showing a balanced budget with realistic expectations of revenue and expenditures.

Provide the minimum number of students who must attend the charter in order for the school to be financially viable. Describe the method used to calculate this number. Tell who made the calculations and describe the financial expertise of the individuals who assisted in this assessment.

Describe the contingency plan if fewer students than necessary for financial viability enroll before the first day of school. Provide a detailed explanation of the ways in which the charter leaders will provide the education program outlined in the application to fewer students that determined necessary for financial viability or a date certain by which charter leaders will notify the parents, leaders of surrounding districts and open-enrollment charters, and staff at the Arkansas Department of Education that the school will not open as anticipated.

Explain how charter leaders will provide the education program outlined in the application if enough students for financial viability enroll and are admitted but fail to arrive when school begins.

Describe preparations to pay for any unexpected, but necessary and possibly urgent expenses.

Explain how the amounts of federal funds included in the budget were calculated.

Applicant Response:

The minimum number of students who must attend this charter in order for the school to be financially viable using only state and federal funds is 205 ADM. With the addition of local funds, the minimum number of students who must attend this charter in order for the school to be financially viable using local, state, and federal funds is 154 ADM.

Per pupil amounts were multiplied by expected ADM by fund type to project revenue. Both fixed and variable expenses were used to project expenditures based on actual and expected costs.

The calculations were made by Ken Harp, Vice President of Finance, ResponsiveEd School Services, Inc., Katie Stephens, Arkansas Finance Manager, ResponsiveEd School Services Inc., and Joseph Riggs, Director of Accounting Systems, Responsive Education Solutions.

The school expects it will be able to sustain its core operations solely with state per pupil and local start-up grant revenues in its first school year. In the event of funding fluctuations, emergency facility costs, delays in public payments, and other unexpected financial challenges, the school will maintain fiscal stability through sound fiscal policies and procedures that ensure an adequate fund balance surplus. If that is unsuccessful, the school's parent organization will fund the shortfall.

The school expects it will be able to sustain its core operations solely with state per pupil and local start-up grant revenues in its first school year. In the event of funding fluctuations, emergency facility costs, delays in public payments, and other unexpected financial challenges, the school will maintain fiscal stability through sound fiscal policies and procedures that ensure an adequate fund balance surplus. If that is unsuccessful, the school's parent organization will fund the shortfall.

The school expects it will be able to sustain its core operations solely with state per pupil and local start-up grant revenues in its first school year. In the event of funding fluctuations, emergency facility costs, delays in public

payments, and other unexpected financial challenges, the school will maintain fiscal stability through sound fiscal policies and procedures that ensure an adequate fund balance surplus. If that is unsuccessful, the school's parent organization will fund the shortfall.

Federal funds included in the budget were calculated using ADM multiplied by the projected number of enrolled students. For Title IA federal fund budget calculations, projected ADM for Economically Disadvantaged students was multiplied by the anticipated funding per pupil amount projected at \$582.78. For IDEA-B federal fund budget calculations, projected ADM for students receiving special education services was multiplied by the anticipated funding per pupil amount projected at \$5,272.36.

16. Describe the manner in which an annual audit of the financial and programmatic operations of the school will be conducted. If the school wishes to request that the authorizer allow a licensed accountant or licensed certified public accountant, rather than the Legislative Auditor, to perform the first-year audit, identify the accountant by name, firm, address, and phone number. The named accountant must meet the requirements of ADE Rules Governing Publicly Funded Educational Institution Audit Requirements, including the prohibition on auditors providing non-audit services (such as accounting or consulting services) to auditees. A school's preference as stated in this application may not be changed without prior approval of the authorizer.

Applicant Response:

A. The Board shall arrange annually for a qualified certified public accountant licensed by the Arkansas State Board of Public Accountancy and registered as a provider of public accounting services to conduct an audit of the Classical Academy's financial statements in accordance with Government Auditing Standards and the Office of Management and Budget Circular A-133 or its successor.

B. The Board shall review the scope and results of the audit. The Board also shall receive notice of any consequential irregularities and management letter comments that the auditor noted during the engagement. Additionally, the Board shall develop a corrective action plan to address all relevant weaknesses noted by the auditor.

C. The applicant requests to the State Board of Education the ability to use a CPA, instead of the Division of Legislative Audit, to perform the first year financial audit. Upon approval of the State Board, the applicant intends to use the following CPA to perform the first year financial audit:

J. Mason Andres
Thomas & Thomas, LLP
201 East Markham, Suite 500
Little Rock, AR 72201
(903) 831-3477

J. Mason Andres meets the requirements of Act 993 of 2011 and is not listed on any ineligibility list maintained by ADE or the Division of Legislative Audit. Northwest Arkansas Classical Academy will continue with the following practices to ensure programmatic quality:

- A. continuous in-house academic program review;
- B. immediate action as issues related to campus programs arise;
- C. annual Campus Improvement Plan to identify areas that may be lacking; and
- D. alignment with National Accreditation by Southern Accreditation of Colleges and Schools (SACS-CASI) and other state accreditation processes.

17. It is affirmed that the public charter school will participate in the Arkansas Public School Computer Network, as required by state statute and by State Board of Education rule, for reporting **both education data and financial data, including grant funds or private donations received directly by the charter school.**

Yes

No

18. Describe the facilities to be used. Give the present use of the facility. If the facility to be used for the school is a facility of a school district, describe the terms established by the local school board of the district stipulating the relationship between the proposed public charter school and the district pertaining to the use of the facility. Attach a copy of the agreement, signed by the president of the local school board, the chair or president of the governing body of the proposed open-enrollment public charter school, and the chief operating officer of the proposed charter. If the facility is not operated by a school district, attach a copy of the Facilities Utilization Agreement, signed by the entity owning or operating the facility and the chief operating officer of the proposed charter. A proposed lease may also be submitted but is not required. Please note that any lease or other debt must be approved by the Commissioner of Education.

Applicant Response:

There is currently 13, 400 sf available for lease. It was the former Haas Hall Academy. It is possible to lease an adjacent 7500 sf, and even have possible expansion to the second floor space of another 7000 sf (approx.). We are working on obtaining the rights to use about 1 acre of undeveloped land behind the building.

The current available space is vacant.

Identify the owner(s) of the proposed facility and describe their relationship, if any, with:

- (1) Members of the local board of the public school district where the proposed open-enrollment public charter school will be located,
- (2) Employees of the public school district where the proposed open-enrollment public charter school will be located,
- (3) The eligible entity sponsoring the open-enrollment public charter school, or
- (4) Employees/directors/administrators of the sponsoring entity or proposed open-enrollment public charter school.

Applicant Response:

Paradigm Company is the current owner of the building and Tracy Hoskins is the President \Owbner of the company.

There are no known current relationship with members of the local board, employees of the public school district, Charter Sponsor, or employees of the sponsoring entity.

The facility will be in compliance with all requirements for accessibility in accordance with the Americans with Disabilities Act (ADA) and Individuals with Disabilities Education Act (IDEA) and all other state and federal laws and local zoning ordinances.

Yes

No

If the facility does not currently meet these requirements, provide a list of items that will need to be addressed to bring the facility into compliance. Also include a statement of permissible uses for the facility from the local zoning authority, and whether there are any alcohol sales within 1,000 feet of the facility.

Applicant Response:

19. For each and every individual specifically identified by name in Section A of the application (the contact person, chief operating officer, board members, and other individuals), identify any family or financial relationship which may exist between that individual and:
- (A) Any other individual specifically identified by name in Section A of the application;
 - (B) Any individual or entity with whom the sponsoring entity or charter school has contracted, or intends to contract, to provide any services or products for the proposed charter school; and/or
 - (C) The owner(s) of the facilities to be used.

For the purpose of this prompt, an individual has a financial relationship with another individual or entity if he or she:

- (1) Receives compensation or benefits directly or indirectly from the entity or individual;
- (2) Is an officer, director, partner, employee, or owner of more than 5% of the shares of an entity that is a corporation, partnership, sole proprietorship, or LLC; and/or
- (3) Has a family member (spouse, sibling, parent or child, or the spouse employee, or owner of more than 5% of the shares of an entity that is a corporation, partnership, sole proprietorship, or LLC.

Applicant Response:

The following individuals specifically identified by name in Section A above are officers and/or employees of ResponsiveEd School Services Inc., receive compensation or benefits from ResponsiveEd School Services Inc., a Texas nonprofit corporation with whom the Classical Academy intends to contract for turn-key administrative services:

Dr. Mary Ann Duncan - Interim Superintendent
Charles Cook - Chief Executive Officer
Dr. Alan Wimberley - Chief Education Architect
Robert Davison - Chief Operating Officer
James Taylor - Chief Financial Officer
Scott Davis - National Director of Classical Schools

Any potential conflict will be addressed through a management agreement between the two organizations which will clearly define the duties and responsibilities of the listed individuals

Explain the procedures to be followed if a conflict of interest is identified. The procedures must ensure that all actions are in the best interest of the school and the students at the school.

Applicant Response:

There are no known potential conflicts of interest among individuals involved with the proposed charter school. If a conflict is identified, the individual with the conflict may be requested to abstain from any decision-making process involving the conflict.

The board of directors adheres to the Employee Conduct and Welfare guidelines. Within the ResponsiveED, the board has adopted the following "Code of Ethics and Standards Practices which states: The educator shall comply with standard practices and ethical conduct toward students, professional colleagues, school officials, parents and members of the community and shall safeguard academic freedom. The educator, in maintaining the dignity of the profession, shall respect and obey the law, demonstrate personal integrity and exemplify honesty. The educator, in exemplifying ethical relations with colleagues, shall extend just and equitable treatment to all members of the profession. The educator, in accepting a position of public trust, shall measure success by the progress of each student toward realization of his or her potential as an effective citizen. The educator, in fulfilling responsibilities in the community, shall cooperate with parents and others to improve the public schools of the community.

Conflicts of Interest

The board of directors abides by a written policy to prevent potential conflicts of interest. Accordingly, the policy is as follows:

If a individual has a substantial interest in a business entity or real property, he shall file before a vote or decision on any matter involving the business entity or real property an affidavit stating the nature and extent of the interest and shall abstain from further participation in the matter if the action will have a special economic effect on the business entity or it is reasonably foreseeable that an action on the matter will have a special economic effect on the value of the real property distinguishable from its effect on the public. The affidavit must be filed with the Secretary of the board. If a majority of the directors are required to and file affidavits of similar interest, the director is not required thereafter to abstain.

20. Describe the manner in which the school will make provisions for food services. State whether the proposed charter school will apply to participate in the federal National School Lunch program or other federal nutrition programs.

Applicant Response:

The Classical Academy will apply to participate in the Child Nutrition Program ("CNP"), including both The School Breakfast Program and the National School Lunch Program). It is the intention of the Classical Academy to contract Preferred Meal Systems, Inc. ("Preferred Meals"), based out of Berkeley, Illinois, through the RFP process as the vendor to provide hot and cold meals to the students of the Classical Academy. A local food vendor may also be considered if the option is more cost-effective for the Classical Academy. Preferred Meals is a well-respected national food vendor; supplying nutritious and great-tasting meal options to campuses across the United States. Meal plans will meet both the National School Lunch Program (NSLP) standards, as well as those guidelines set by the United States Department of Agriculture (USDA). Similarly, The Classical Academy will commit to determining that the food program meets all applicable Arkansas state regulations and standards. If deemed necessary, food plans will be subjected to the consultation of a local nurse to determine the health benefits and nutritional value.

Low-cost meals will be provided to the students. The CNP will also ensure the equal treatment of students who qualify for free and reduced price meals. Further, no one will be discriminated against based on race, gender,

national origin, age, or disability. Upon receiving appropriate training, the campus administrative assistant will be responsible for preparing and serving student meals, while also keeping track of records related to CNP. The Classical Academy will adhere to local, state, and federal health and sanitation guidelines and will keep the food service area available for inspection by appropriate personnel.

21. Describe how the parents or guardians of the enrolled students and other members of the community will be involved with the school to positively impact the charter school's educational programs.

Applicant Response:

Due to the strong partnership with local parents, the amount of parent involvement at the Classical Academy is expected to be quite high. The administration at the Classical Academy will strive to keep interested parties, including parents and/or guardians, involved in the happenings on-campus through the use of:

- A. on-site informational campus meetings;
- B. annual gatherings allowing questions and parental/community feedback;
- C. district-wide informational newsletter available on-campus for distribution;
- D. web-based communication of campus/district news; and
- E. prompt email or phone communication with all levels of campus personnel.

Additionally, parents and/or guardians, will regularly be given the opportunity to participate in the school's Community Advisory Council ("CAC") and volunteer their time or resources to help further the vision of the Classical Academy. Examples would include aiding in setup of on-campus activities or spreading the word about the mission of the Classical Academy, amongst other opportunities. Parents at the Classical Academy will have an opportunity to establish other avenues of school / parent community building activities. Those who have the chance to volunteer will aid in lifting up the Classical Academy to its greatest level of potential.

22. Explain what the charter founders and other leaders are doing or will do to ensure the success of the charter school in perpetuity.

Applicant Response:

In accordance with the organization's Bylaws, all business of the corporation is managed by the board of directors. The board of directors will be accountable to the people for whose benefit the schools will be established and has the overall responsibility for ensuring that the students attending the Classical Academy will be provided with a quality education. Accordingly, the board will maintain the following powers and responsibilities:

The board as a corporate body has the power and duty to govern and oversee the management of the campus;
The board shall determine the organization and support the mission of the campus;
The board shall approve and cause to be submitted charter-related documents to ADE;
The board shall set policies for campus operation, ensuring conformance with the provisions of the contract for charter and applicable laws;
The board shall approve an official budget to operate campus while maintaining fiscal responsibility;
The board shall establish the short- and long-range goals for the campus and shall monitor progress toward the achievement of those goals;

The board shall appoint and regularly receive information and recommendations from a Community Advisory Council (established for each site);
The board shall ensure that fiscal operations satisfy general accounting standards of fiscal management;
The board shall ensure that ResponsiveEd remains in good standing as an organization exempt from taxation

under Section 501(c)(3) of the Internal Revenue Code;
The board shall approve and ratify all contracts;
The board shall adopt an annual budget for each school and shall regularly review financial statements;
The board shall ensure that all schools maintain adequate resources for school activities;
and
The board or its designees shall select, evaluate and, as necessary, terminate the appointment of the Regional Director.

The board of directors will strive to model and promote a shared mission and vision among all members and stakeholders through its work, practices and achievements. The board will concern itself first and foremost with student achievement and how to assist in establishing a sense of community for each student and stakeholder. To that end, the board will involve teachers, parents and students in the governance, operations and planning procedures of the campus and every effort will be made to create an environment in which students can experience a sense of community and involvement that addresses their needs and interests. Board members will exercise their authority as a board member and have one vote equally as will the President of the board. Members will exercise their authority, except when specifically authorized by a vote of the board, through meaningful discussion and voting during board meetings. Board members will have no individual authority outside the meetings to make authorizations or commitments on behalf of the individual schools. Board members will speak as a body in all decision-making.

ResponsiveEd will employ a high-quality team of professionals to manage and implement the campus. Overseeing the state network, a Regional Director will supervise the launch and on-going implementation of all charter schools within Arkansas. A Campus Director will be hired for each site and will be responsible for the school's daily operations and programs, including the day-to-day management of staff and students. In addition, a statewide school board will be established to carry out certain delegated duties, e.g., increase community partnerships, hear and decide parent complaints and concerns in accordance with established policy.

ResponsiveEd is managed under the direction of a five-member board of directors. The board of directors is comprised of a team of individuals that represent the education, business, and legal sectors. The board of directors will work closely with the Arkansas administrative team to monitor and promote school goal achievement, student academic achievement, and the ongoing alignment with the schools' mission and vision. The board will focus on policy issues and will entrust the day to- day management of the school to the Campus Directors who will be accountable to the Regional Director and board of directors for the overall performance.

23. Describe the potential impact of the proposed public charter school on the efforts of affected public school district(s) to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.

Applicant Response:

The Classical Academy proposes to locate its open-enrollment public charter school within the boundaries of the Fayetteville School District, and as an open-enrollment public charter school unconfined by district boundaries, expects to obtain majority of its students from within the boundaries of:

Fayetteville School District

Springdale School District

Huntsville School District

Greenland School District

Elkins School District

Farmington School District

In reviewing the potential impact of the Classical Academy would have upon the efforts of surrounding school

districts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools, the applicant finds that neither Fayetteville School district nor any of its contiguous or neighboring schools are currently subject to, or have been subject to, and court orders or judicial decrees concerning the desegregation of schools.

The Classical Academy will be race neutral and non-discriminatory in its student selection and admission processes, and its operation will not hamper, delay, or in any manner negatively affect the desegregation efforts of any public school district or districts within the state of Arkansas.

24. Complete the following table showing all sections of Title 6 of the Arkansas Code Annotated (Education Code) and State Board of Education rules, including the *Standards for Accreditation of Arkansas Public Schools and School Districts*, from which the public charter school seeks to be exempted in order to meet the goals of the school. Identify the specific statute, rule, or standard requested to be waived by title and number if applicable. **Provide a rationale for each waiver requested that explains how the waiver will increase student achievement and how the increase in achievement will be measured.**

Applicant Response:

Waiver Topic: School Board and Elections

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

- 6-13-608 (Length of Directors)
- 6-13-619 (Monthly Meetings)
- 6-13-620 (Powers and Duties of School Boards)
- 6-13-622 (Budget Publication)
- 6-13-623 (Legal Counsel Employment)
- 6-13-625 (Liability Insurance)
- 6-13-634 (School District Board of Directors-Size)
- 6-13-1401 et seq. (Consolidation, Annexation, and Formation)
- 6-14-101 et seq. (School Elections)
- 6-13-1303 (Adoption of Policy)
- 6-13-611 (Vacancies Generally)

Rationale for Waiver

In order to meet the goals of the school, district seeks exemption from this portion of the Education Code to the extent that its provisions relating to board size, qualifications, elections, duties, powers, terms, meeting location, and vacancies are: (a) generally not applicable in the open-enrollment charter school context, and/or (b) otherwise outlined in Responsive Education Solutions of Arkansas' bylaws.

Waiver Topic: SUPERINTENDENT, PRINCIPAL, AND TEACHER CERTIFICATION AND LICENSURE

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

- 6-13-109 (School Superintendent)
- 6-15-1004 (Qualified Teachers in Every Public School Classroom)
- 6-17-301 (Employment of Certified Personnel)
- 6-17-302 (Public School Principals - Qualifications and Responsibilities)
- 6-17-309 (Certification - Waiver)
- 6-17-401 et seq. (Teacher's License Requirement)
- 6-17-427 (Superintendent License-Superintendent Mentoring Program Required)
- Chapter 17, Subchapter 4 (Certification Generally)
- 6-17-902 (Definitions)
- 6-17-919 (Warrants Void Without Valid Certificate and Contract)

Standards for Accreditation

- 15.01 (School District Superintendent)
- 15.02 (Principals)
- 15.03 (Licensure and Renewal)

ADE Rules

- ADE Rules Governing Educator Licensure, Superintendent Mentoring Program, and all other Rules required to give effect to this waiver request.

Rationale for Waiver

In order to meet the goals of the school, the Classical Academy seeks exemption from all provisions of the Education Code, Rules, and Standards that require superintendents, principals, and teachers to be certified and/or licensed. The Classical Academy seeks the flexibility to identify and hire those individuals best suited to facilitate the school's unique educational program. The Classical Academy will hire "highly qualified" teachers

Waiver Topic: EMPLOYEE CONTRACTS

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

- 6-17-117 (Non-instructional Duties)
- 6-17-201 (Certified Personnel Policies and Committees)
- 6-17-301 (Employment of Certified Personnel)
- 6-17-302 (Public School Principals - Qualifications and Responsibilities)
- 6-17-919 (Warrants Void Without Valid Certificate and Contract)
- 6-17, Subchapter 15 (Teacher Fair Dismissal Act)
- 6-17, Subchapter 17 (Public School Employee Fair Hearing Act)

Standards for Accreditation

- All Standards required to give effect to this waiver request.

ADE Rules

- All Rules required to give effect to this waiver request.

Rationale for Waiver

In order to meet the goals of the school, the Classical Academy seeks exemption from all provisions of the Education Code, Rules, and Standards that require employees to be under contract. The Classical Academy seeks the flexibility to hire all employees on an "at-will" basis, maintaining the flexibility to dismiss employees when it becomes apparent that they are not performing up to the high standards required for successful implementation of the school's unique educational program. Employees will have the ability to appeal their dismissal in accordance with a grievance policy adopted by the ResponsiveEd Board.

Waiver Topic: EMPLOYEE COMPENSATION, LEAVE, AND BREAKS

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

- 6-17-111 (Duty-Free Lunch Period)
- 6-17-201 (Personnel Policies Requirements)
- 6-17-211 (Use of Personal Leave When Administrator of School Employee is Absent from Campus)
- 6-17-908 (Teachers' Salary Fund-Authorized Disbursements)
- 6-17-1001 (Minimum Base Salary)
- 6-17, Subchapter 12 (Teachers' Minimum Sick Leave Law)
- 6-17, Subchapter 13 (School Employees' Minimum Sick Leave Law)
- 6-17, Subchapter 22 (Classified School Employee Minimum Salary Act)
- 6-17, Subchapter 24 (Teacher Compensation Program of 2003)
- 6-17, Subchapter 23 (Classified School Employee Personnel Policy Law)

Standards for Accreditation

- All Standards required to give effect to this waiver request.

ADE Rules

- All Rules required to give effect to this waiver request.

Rationale for Waiver

In order to meet the goals of the school, the Classical Academy seeks exemption from all provisions of the Education Code, Rules, and Standards that mandate the provision of specific employee benefits relating to compensation, leave, and breaks. The Classical Academy seeks the flexibility to develop its own employee compensation and leave package.

Waiver Topic: ACADEMICS

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

- 6-15-902(a) (Grading Scale)
- 6-15-1005(b)(5) (Alternative Learning Environments)
- 6-16-102 (School Day Hours)
- 6-16-1204 (Implementation)
- 6-17-114 (Daily Planning Period)
- 6-18-211 (Mandatory Attendance for Students in Grades Nine through Twelve)
- 6-18-503(a)(1)(C)(i) (Alternative Learning Environments)
- 6-20-2208(c)(6) (Gifted and Talented)
- 6-21-303 (Rules)
- 6-42, Subchapter 1 (Gifted and Talented)
- 6-48, Subchapter 1 (Alternative Learning Environments)

Standards for Accreditation

- 9.0 (Curriculum)
- Standard 9.03.4 (38 Units of Credit)
- 10.02 (Class Size and Teaching Load)
- Standard 14.03 (Unit of Credit and Clock Hours for a Unit of Credit)
- 15.01 (School District Superintendent)
- Standard 18 (Gifted and Talented Education)
- Standard 19 (Supplementary Educational Opportunities)
- 19.03 Page 38 of 41(Alternate Learning Environments)
- 19.04 (Summer School and Adult Education Programs)

ADE Rules

- ADE Rules for Gifted and Talented Program Approval Standards
- ADE Rules Governing Waivers for Substitute Teachers
- ADE Rules Governing Parental Notification of an Assignment of a Non-Licensed Teacher to Teach a Class for More Than Thirty (30) Consecutive Days and for Granting Waivers
- Section 4 of the ADE Rules Governing the Distribution of Student Special Needs Funding and the Determination of Allowable Expenditures of those Funds (Alternative Learning Environments)
-

Rationale for Waiver

In order to meet the goals of the school, the Classical Academy seeks exemption from all provisions of the Education Code, Rules, and Standards that require alternative learning environments, minimum staffing levels, a school library media services program, Advanced Placement courses, supplementary educational opportunities, and practices which are inconsistent with its unique educational program.

Waiver Topic: SUPPORT SERVICES

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

- 6-18, Subchapter 10 (Public School Student Services Act)

- Chapter 25 (Public School Library Media and Technology Act)

Standards for Accreditation

- Standard 16 (Support Services); and all other Standards required to give effect to this waiver request.

ADE Rules

- ADE Rules Governing Public School Student Services and all Rules required to give effect to this waiver request.

Rationale for Waiver

In order to meet the goals of the school, the Classical Academy seeks exemption from all provisions of the Education Code, Rules, and Standards that require specific support services (e.g., guidance and counseling, media services, health and safety services, etc.). The Classical Academy seeks flexibility to provide those support services which it determines are integral to its unique educational program.

Waiver Topic: MISCELLANEOUS

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

- 6-10-106 (Uniform Dates for Beginning and End of School Year)
- 6-15-2302 (General Business Manager)
- 6-16-105 (United States Flag)
- 6-16-106 (Arkansas Flag)
- 6-17-201 et seq. (Committee for Each School District)
- 6-17-204 (Incorporation into Teachers' Contracts)
- 6-17-908(a)(4)(B) (Teachers' Salary Fund)
- 6-17, Subchapter 23 (Personnel Policy Law for Classified Employees)
- Chapter 19 (Transportation)
- 6-21-117 (Leased Academic Facilities)
- 6-21-304 (Manner of Making Purchases)

Standards for Accreditation

- 21.0 (Auxiliary Services)

ADE Rules

- ADE Rules Governing Minimum Qualifications for General Business Managers
- ADE Rules Governing Eye and Vision Screening

Rationale for Waiver

6-10-106 (Uniform Dates for Beginning and End of School Year): The Classical Academy will follow the school calendar for the Little Rock School District.

6-11-129 (Data to be Accessible on Website)

6-15-2302 (General Business Manager): The Classical Academy seeks exemption from this portion of the Education Code to the extent that it requires a general business manager for a public school district to meet the minimum qualifications established by rule of the Department of Education. The Classical Academy seeks the flexibility to hire a general business manager that is able to address the unique

needs of the school's business model.

6-16-105 (United States Flag): The Classical Academy seeks exemption from this portion of the Education Code to the extent that it requires the erection of a flagstaff on the school grounds. The Classical Academy may be leasing its facilities. As such, it may not be permitted to erect a flagstaff on the leased property. Otherwise, the Classical Academy will seek alternative methods for prominently displaying the United States flag.

6-16-106 (Arkansas Flag): The Classical Academy seeks exemption from this portion of the Education Code to the extent that it requires the erection of a flagstaff on the school grounds. The Classical Academy may be leasing its facilities. As such, it may not be permitted to erect a flagstaff on the leased property. Otherwise, the Classical Academy will seek alternative methods for prominently displaying the Arkansas flag.

6-17-201 et seq. (Committee for Each School District): The Classical Academy personnel policies are developed by ResponsiveEd and approved by the ResponsiveEd Board.

6-17-204 (Incorporation into Teachers' Contracts): The Classical Academy seeks exemption from this portion of the Education Code to the extent that it: (1) prohibits revisions to personnel policies from taking immediate effect, (2) prohibits notice of such revisions through means other than first class mail, and (3) is inconsistent with other waivers requested herein.

6-17-908(a)(4)(B) (Teachers' Salary Fund): The Classical Academy seeks exemption from this portion of the Education Code to Page 39 of 41 the extent that it requires insurance or other fringe benefits to be approved by a majority of the teachers in the school district. Instead, the provisions of insurance or other fringe benefits will be considered and provided pursuant to action by the ResponsiveEd Board.

6-17, Subchapter 23 (Personnel Policy Law for Classified Employees): The Classical Academy seeks exemption from this portion of the Education Code. Instead, the ResponsiveEd Board will adopt personnel policies, including, but are not limited to, the following terms and conditions of employment: salary schedule, fringe benefits, and other compensation issues; annual school calendar, including work days and holidays; evaluation procedures; leave; grievance procedures; termination or suspension; reduction in force; and assignments.

Chapter 19 (Transportation): The Classical Academy seeks exemption from this portion of the Education Code to the extent that it conflicts with the transportation services described herein.

6-21-117 (Leased Academic Facilities): The Classical Academy seeks exemption from this portion of the Education Code to the extent that it requires that facilities leased by the Classical Academy to conform to the school facility standards defined in the Arkansas School Facility Manual. Considering initial enrollment size, it will be difficult to financially follow through with this requirement. The applicant ensures that any and all facilities that it leases for academic purposes shall meet the requirements of all state and local health and safety codes, the Americans with Disabilities Act, and the Individuals with Disabilities Education Act.

6-21-304 (Manner of Making Purchases): The Classical Academy seeks exemption from this portion of the Education Code to the extent that it requires bidding in each instance in which the estimated purchase price shall equal or exceed \$10,000. For purchases between \$1,000 and \$50,000, the Classical Academy will use either a state approved vendor or obtain a minimum of three quotes. The Classical Academy will obtain bids in each instance in which the estimated purchase price shall equal or exceed \$50,000.

ATTACHMENT 1
501 (c)(3) Status

REQUIRED ATTACHMENT 7 – EVIDENCE OF STATUS AS ELIGIBLE ENTITY



**Arkansas Secretary of State
Mark Martin**

State Capitol Building • Little Rock, Arkansas 72201-1094 • 501.682.3409

CERTIFICATE OF GOOD STANDING

I, Mark Martin, Arkansas Secretary of State of the State of Arkansas, and as such, keeper of the records of domestic and foreign corporations, do hereby certify that the records of this office show

RESPONSIVE EDUCATION SOLUTIONS OF ARKANSAS

authorized to transact business in the State of Arkansas as a Non-Profit Corporation, filed Articles of Incorporation in this office August 30, 2011.

Our records reflect that said entity, having complied with all statutory requirements in the State of Arkansas, is qualified to transact business in this State.

In Testimony Whereof, I have hereunto set my hand and affixed my official Seal, Done at my office in the City of Little Rock, this 30th day of August, 2011.

Mark Martin

Mark Martin
Arkansas Secretary of State

By: *Martha Nicholes*
Martha Nicholes

INTERNAL REVENUE SERVICE
DISTRICT DIRECTOR
P. O. BOX 2500
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)(1)(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.

Letter 947 (03/06)

OGDEN UT 84201-0046

In reply refer to: 0423335246
May 29, 2008 LTR 252C 0
75-2748762 000000 00 000
00004239
BODC: TE

RESPONSIVE EDUCATION SOLUTIONS
PO BOX 292730
LEWISVILLE TX 75029



007850

Taxpayer Identification Number: 75-2748762

Dear Taxpayer:

Thank you for the inquiry dated Nov. 09, 2007.

We have changed the name on your account as requested. The number shown above is valid for use on all tax documents.

If you have any questions, please call us toll free at 1-877-829-5500.

If you prefer, you may write to us at the address shown at the top of the first page of this letter.

Whenever you write, please include this letter and, in the spaces below, give us your telephone number with the hours we can reach you. Also, you may want to keep a copy of this letter for your records.

Telephone Number () _____ Hours _____

Sincerely yours,

Karen E. Peat

Karen E. Peat
Dept. Manager, Code & Edit/Entity 3

Enclosure(s):
Copy of this letter

ATTACHMENT 2
Public Hearing

March 23, 2016

Dr. Paul Hewitt
Fayetteville School District
1000 West Bulldog Drive
Fayetteville, AR 72701

Dr. Paul Hewitt,

This letter is to inform you that our organization, Responsive Education Solutions, intends to submit an application for an open-enrollment charter school in the Fayetteville Metropolitan area to be referred to as Classical Academy of Fayetteville. A public meeting will be held on April 19, 2016 at 6:30 Hampton Inn Fayetteville located at 915 Krupa Drive, Fayetteville, AR 72704.

Should you have any questions, please feel free to contact Superintendent, Dr. Mary Ann Duncan by phone: (940) 367-7432 or by email: MDuncan@responsived.com.

Sincerely,

Curtis D. Shack

Curtis Shack
Arkansas Program Manager
Responsive Education Solutions – Arkansas

Cc: Jimmy Rollins, Superintendent – Springdale School District
Clinton Jones, Superintendent – Huntsville School District
Larry Ben, Superintendent – Greenland School District
Jon Jordan, Superintendent – Elkins School District
Bryan Law, Superintendent – Farmington School District
Allen Williams, Superintendent – Prairie Grove School District



P.O. Box 292730, Lewisville, TX 75029 • Phone: 972-316.3663 • Fax: 972-315-9506

ResponsiveEd.com PremierHighSchools.com FoundersClassical.com iSchoolHigh.com QuestMiddleSchools.com Vista-Academies.com K12.com/TXVA

Curtis Shack

From: Curtis Shack
Sent: Wednesday, March 23, 2016 5:15 PM
To: 'paul.hewitt@fayar.net'; 'ade.charterschools@arkansas.gov'
Cc: 'jordan@elkinsdistrict.org'; 'BLAW@FARMCARDS.ORG'; 'lben@greenlandsd.com'; 'cjones@1hsd.org'; 'allen.williams@pgtigers.org'; 'jrollins@sdaile.org'; 'Alexandra Boyd (ADE)'; Mary Ann Duncan
Subject: Notice of Public Hearing: Classical Academy of Fayetteville
Attachments: Classical Academy of Fayetteville Public Hearing Letter.docx

Importance: High

Tracking:

Recipient

Delivery

'paul.hewitt@fayar.net'

'ade.charterschools@arkansas.gov'

'jordan@elkinsdistrict.org'

'BLAW@FARMCARDS.ORG'

'lben@greenlandsd.com'

'cjones@1hsd.org'

'allen.williams@pgtigers.org'

'jrollins@sdaile.org'

'Alexandra Boyd (ADE)'

Mary Ann Duncan

Delivered: 3/23/2016 5:15 PM

March 23, 2016

Dr. Paul Hewitt
Fayetteville School District
1000 West Bulldog Drive
Fayetteville, AR 72701

Dr. Paul Hewitt,

This letter is to inform you that our organization, Responsive Education Solutions, intends to submit an application for an open-enrollment charter school in the Fayetteville Metropolitan area to be referred to as Classical Academy of Fayetteville. A public meeting will be held at the Hampton Inn Fayetteville located at 915 Krupa Drive, Fayetteville, AR 72704 on April 19, 2016 at 6:30 pm.

Should you have any questions, please feel free to contact Superintendent, Dr. Mary Ann Duncan by phone: (940) 367-7432 or by email: MDuncan@responsiveed.com.

Sincerely,

Curtis D. Shack

Curtis Shack
Arkansas Program Manager

Responsive Education Solutions – Arkansas

Cc: Jimmy Rollins, Superintendent – Springdale School District
Clinton Jones, Superintendent – Huntsville School District
Larry Ben, Superintendent – Greenland School District
Jon Jordan, Superintendent – Elkins School District
Bryan Law, Superintendent – Farmington School District
Allen Williams, Superintendent – Prairie Grove School District

Curtis Shack

Arkansas Program Manager

1301 Waters Ridge Drive

Lewisville, TX 75057

479-282-9971

RESPONSIVE 

Electronics recycling set

By Staff Writer

SPRINGDALE — Residents in Washington and Madison counties have an opportunity Thursday and Friday to recycle electronics for free.

The Boston Mountain Solid Waste District will accept electronic recycling from 8 a.m. Thursday and from 8 a.m. to 2 p.m. Friday at Aroost Hall, 300 S. State St., according to the district's website. The district will accept up to 10 items from each resident, business and nonprofit organization in Washington and Madison counties.

The district will accept a variety of electronic items including computers, cell phones and televisions, according to the district's website.



Brian Dillon of Delta Vista uses a backhoe Monday in dismantling the building housing South Harbor NMA in Fayetteville. The organization demolished its design building to make room for an expansion of its campus.

Transitional living facility moves toward expansion

Home demolished, making room for bigger campus

By Staff Writer

ROCKWELL — Rachel Fox said she and her husband, Brian Dillon, of Delta Vista used a backhoe Monday to demolish a building housing South Harbor NMA in Fayetteville. The organization demolished its design building to make room for an expansion of its campus.

"It was a pain to demolish," Fox said. "It brought to mind the old building that led to this. I think a greater level of partnership with our community was a variety of things."

She said the building was demolished to make room for a larger campus. The new building will be a 200,000-sq-ft facility that will include a community center, a library, a computer lab, and a meeting room. The building will also include a parking lot for 50 cars.

"We can now make room for a bigger campus," Fox said.

A capital campaign to build the new building on the site will kick off this fall, she said. The campus is at 120 S. Second St.

At least \$500,000 is needed for an expansion, according to Fox.

By Staff Writer

Brad Melton, an elder at Summit Fellowship Church, said many of the men who stay at South Harbor are in their 40s and 50s. Many are familiar with South Harbor when the building hit. Melton said the building was built in the late 1970s. Many of the men who stay at South Harbor are in their 40s and 50s. Many are familiar with South Harbor when the building hit. Melton said the building was built in the late 1970s.

"I just became familiar with South Harbor when the building hit," Melton said. "I just became familiar with South Harbor when the building hit."

"I just became familiar with South Harbor when the building hit," Melton said. "I just became familiar with South Harbor when the building hit."

Springdale man mentally fit for trial, exam results show

By Staff Writer

SPRINGDALE — A Springdale man accused of trying to kill his wife with a roofing hammer in court proceedings to a mental evaluation.

Jamie Stone, 39, of 703 Colquhoun Drive is charged in Washington County Circuit Court with attempted capital murder. He was arrested April 14 after a shooting at Mark Lindsay.

Stone was arrested after being found in a mental hospital. He was held at the Washington County Jail in Fayetteville.

Stone was arrested after being found in a mental hospital. He was held at the Washington County Jail in Fayetteville.



Jamie Stone, 39, of 703 Colquhoun Drive is charged in Washington County Circuit Court with attempted capital murder. He was arrested April 14 after a shooting at Mark Lindsay.

Grants

Continued from Page 10

through 12, through a School Board meeting this month.

The program was part of the district's larger plan developed in 2011 to support technology in the schools. It invested in the students to improve their skills. The program was part of the district's larger plan developed in 2011 to support technology in the schools.

"It was a great change," Fox said. "It brought to mind the old building that led to this. I think a greater level of partnership with our community was a variety of things."

She said the building was demolished to make room for a larger campus. The new building will be a 200,000-sq-ft facility that will include a community center, a library, a computer lab, and a meeting room. The building will also include a parking lot for 50 cars.

"We can now make room for a bigger campus," Fox said.



Fayetteville residents at Monday evening's Ward 4 meeting, applauding Alderman La Tour's call to resign after a recent incident at Anissa's at the Door. Citizens of people joined all but a handful saying La Tour should step down.

Alderman

Continued from Page 10

of saying he would resign himself at Anissa's. La Tour in an interview said he had to do his job. He said he was interested in what other districts are doing.

Resigning money deals to the 3rd Circuit Court program will be used to place laptops with Chromebooks as the laptops are out. The laptops are more durable and there is no need to buy a device for them, said Paul Stull, district director of communications.

Stull said the program will be used to place laptops with Chromebooks as the laptops are out. The laptops are more durable and there is no need to buy a device for them, said Paul Stull, district director of communications.

Robert Stafford, a Ward 2 resident, said La Tour's questioning someone's gender was an attack on transgender people and called on him to apologize to them.

Continued from Page 10

La Tour, Phantel, who was defeated by Adella Phantel in Ward 2, blamed "misogynistic hyper-masculinity" for the outbursts.

"I appreciate you standing up for the people," Phantel said. "I appreciate you standing up for the people."

"I appreciate you standing up for the people," Phantel said. "I appreciate you standing up for the people."

Records

Continued from Page 10

- Arrests**
 - Benton County Sheriff's Office**
 - Robert John Stone, 39, of 703 Colquhoun Drive, was arrested Monday in connection with attempted capital murder. He was arrested April 14 after a shooting at Mark Lindsay.
 - Washington County Sheriff's Office**
 - Robert John Stone, 39, of 703 Colquhoun Drive, was arrested Monday in connection with attempted capital murder. He was arrested April 14 after a shooting at Mark Lindsay.
- Accidents**
 - Fayetteville**
 - A 24-year-old man was arrested Monday in connection with attempted capital murder. He was arrested April 14 after a shooting at Mark Lindsay.
- Records**
 - Benton County Sheriff's Office**
 - Robert John Stone, 39, of 703 Colquhoun Drive, was arrested Monday in connection with attempted capital murder. He was arrested April 14 after a shooting at Mark Lindsay.
 - Washington County Sheriff's Office**
 - Robert John Stone, 39, of 703 Colquhoun Drive, was arrested Monday in connection with attempted capital murder. He was arrested April 14 after a shooting at Mark Lindsay.

Teacher grants

PHOENIX — A list of 106 grant awards for teachers in the Benton County School District was announced Monday. The grants are for a variety of projects and are worth a total of \$1.2 million.

The grants are for a variety of projects and are worth a total of \$1.2 million.

NOTICE OF PUBLIC HEARING
 Held on 1st Floor
 Fayetteville, AR 72703
 Tuesday, April 19, 2016, 6:30 PM

All are welcome to come to learn about the proposed ordinance and the opportunities we will bring to our community.

FARM & CONSTRUCTION EQUIPMENT AUCTION
 Held on 1st Floor
 Fayetteville, AR 72703
 Tuesday, April 19, 2016, 6:30 PM

HOME IMPROVEMENTS UP TO \$25,000
 Held on 1st Floor
 Fayetteville, AR 72703
 Tuesday, April 19, 2016, 6:30 PM

Bogle tree



David Bogle (middle), his mother, Marilyn Bogle, and his sister, Becky Alexander, look over a tree they Monday in Caboose Park in Bentonville. The tree was planted in honor of Marilyn Bogle by the James Right Chapter of the Daughters of American Revolution.

Man wants to act as own attorney

Defendant faces two life sentences if convicted of rape, sexual assault

DAVID M. NEAL, Bentonville — A favorite near asked Monday to represent himself in his rape trial, which is set to begin today. Kevin Reed, 36, is charged with two counts of rape and second-degree sexual assault. Reed appeared in court Monday morning and said he has conflicts with his attorney, Scott McElveen, and a deputy prosecutor left the courtroom. Reed asked to be prepared for trial. He said he had ample time and will be prepared tomorrow. Reed also claimed McElveen hadn't reviewed the victim's statements with him. McElveen said Monday was the first time he heard Reed's concerns, adding he met with Reed at the Benton County Jail on Friday.

Experienced criminal attorneys in her court. Reed also said he was not concerned. Gairn Hobbs, deputy prosecutor, wouldn't be prepared for trial. Hobbs recently took over the case after another deputy prosecutor left the courtroom. "I've had ample time and will be prepared tomorrow," Hobbs said. Reed also claimed McElveen hadn't reviewed the victim's statements with him. McElveen said Monday was the first time he heard Reed's concerns, adding he met with Reed at the Benton County Jail on Friday.

Traffic

Continued from Page 1B. Services and Price Office local consultants Road and Metcalf Drive. Bella Vista Mayor Peter Christie said city staff have been working solutions to the traffic congestion for some time, discussing options with both state and county officials. "One of the biggest problems we have is congestion on 71," Christie said. "If you've ever driven through Bella Vista in the morning or afternoon at the wrong time, you know exactly what I'm talking about." Christie mentioned pursuing money to provide alternative routes and said his city's residents will be supportive. He said the City Council hasn't approved the grants. "I can assure you there is a great deal of interest in the project," he said. Barry McHenry, mayor of the city for District 15 and living the cities cooperate in the grant project is essential. "Usually, we're adding a couple here," McHenry said. "Almost all of this traffic runs back into Bentonville."

Measuring asked about the county's share of the cost of the project, Clark said his estimate is the work could cost as much as \$25 million with the county's share at \$5 million. Those numbers will change if the Quorum Council approves the grant application and the county prepares more detailed information if they need to have a money cap. The \$250 million for the City Council would be the cap. Wyman Morgan, city director of administration and financial services, said he had no recommendations. Morgan said a project could be a lot of money. Aldermen originally discussed the preference as a project up to \$2,500, but

Transportation grants

Benton County officials are seeking transportation grants from the state and federal governments. The program is to fund projects for transportation in Benton County. The program is to fund projects for transportation in Benton County. The program is to fund projects for transportation in Benton County.

formation. "I heard that the county only learned of the grants at the last week and had to submit a letter of intent to apply on Friday. Clark and I heard that since the cost could be shared by the cities, they could have the grant project."

Bentonville School District arrives at price for new schools

DAVID M. NEAL, Bentonville — Bentonville School District's new schools will cost about \$2.2 million less than originally budgeted. The school board on Monday unanimously approved a proposal for a maximum price of \$26,942,000 to build the district's five elementary and four middle schools, which will be built together on Southeast Wolfberry Road. That figure, combined with the \$2.2 million cost of preparing the site for building, brings the total cost of construction to about \$29.3 million. The original budget for the two schools was \$31.2 million. Additional expenses associated with design, furnishings and academic materials likely will push the price's total to \$36.3 million. Nabholz Construction, the project manager, invited more than 300 companies to bid on the project. "Twenty-one of those 300 companies got a personal call from Nabholz," said Jason Vines, a manager for Nabholz. "The end result was 15 proposals received on March 29."

Hunter pleads not guilty to murder

BILL BOWEN, Bentonville — A long hunter accused of fatally shooting a man in rural Carroll County pleaded not guilty to first-degree murder charges on Monday in Carroll County Circuit Court in Berryville. Christopher Kevin Butler, 30, a police officer, was charged with the murder of a man in his dog pen in Berryville. Butler shot a man in his dog pen in Berryville. Butler shot a man in his dog pen in Berryville. Butler shot a man in his dog pen in Berryville.

Springdale

Continued from Page 1B. As possible. "I would ask if they need to have a money cap. The \$250 million for the City Council would be the cap. Wyman Morgan, city director of administration and financial services, said he had no recommendations. Morgan said a project could be a lot of money. Aldermen originally discussed the preference as a project up to \$2,500, but

Report: Deputy cited for public intoxication

STAFF REPORT. A Benton County Sheriff's Office deputy was cited in connection with public intoxication on Sunday after a Koger police officer found him passed out in the passenger seat of an abandoned vehicle, according to a preliminary arrest report. Police found Sergio Vasquez in a 2010 Hyundai Genesis in a field near South 1st and 11th streets in Bentonville at about 9:30 p.m., the report says. The vehicle had been driving in circles in the field and it was stuck in the mud. Kestina Gavel, spokeswoman for the Sheriff's Office, said Monday that Vasquez is not a const employed with the office. Vasquez, who was off duty at the time of the incident, had police he left a party after he got into an argument. He got into the vehicle after a woman offered him a ride. The report said Vasquez said he didn't know the woman but asked her to take him home. Before he passed out, according to the report. Vasquez was described as "severely intoxicated" in the report and had red, glassy eyes and slurred speech. He woke up when an officer

Advertisement for a public hearing. NOTICE OF PUBLIC HEARING. Hometown Inn Fayetteville. 915 Kropa Dr., Fayetteville, AR 72704. Tuesday, April 19, 2016, 10:00 AM. All are welcome to join to learn about Resolution Education Solutions and the opportunities we will bring to your community.

Advertisement for a classifieds section. FARM & CONSTRUCTION EQUIPMENT AUCTION. CLAYTON HOMES OF SPRINGDALE. NOTICE OF PUBLIC HEARING. Hometown Inn Fayetteville.

ATTACHMENT 3
Community Support

The
WALTON FAMILY
FOUNDATION

April 27, 2016

Mr. Johnny Key
Commissioner
Arkansas Department of Education
#4 Capitol Mall
Little Rock, AR 72201

Dear Mr. Key,

I am writing to confirm that the Walton Family Foundation supports newly authorized open-enrollment public charter schools through our school start up and expansion grant programs, at \$250,000 for new schools and up to \$500,000 for successful expansion schools authorized in Arkansas and vetted by our own foundation staff via our grant process.

The foundation has already made investments in Responsive Ed Charter Schools in Arkansas, and feels that their application for Fayetteville will be equally strong. As such, I feel confident that should Responsive Ed be authorized by the Charter Council and subsequently the State Board of Education, the foundation will deem it worthy of appropriate funding for expansion.

If you have any questions, please don't hesitate to contact me.

Sincerely,



Kathy Smith
Senior Program Officer

ATTACHMENT 4
Proposed 2017-2018 Calendar

2017-2018 School Calendar

Fayetteville Classical Academy

3155 North College Street
Fayetteville, AR 72703

July 2017						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

August 2017						
S	M	T	W	T	F	S
		1	2	3	4	5
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13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

September 2017						
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					1	2
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17	18	19	20	21	22	23
24	25	26	27	28	29	30

October 2017						
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15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

November 2017						
S	M	T	W	T	F	S
			1	2	3	4
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12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

December 2017						
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10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Aug 7-11	Professional Development Days
Aug 14	First Day of School for Students
Sep 4	Labor Day
Oct 10-11	Fall Break - No School
Oct 13	End of 1st Term
Nov 3	Professional Development Day
Nov 20-24	Thanksgiving Vacation
Dec 18-Jan 1	Winter Break
Dec 15	End of 2nd Term
Jan 19	Professional Development Day
Jan 22	Martin Luther King, Jr. Day
Feb 19	Presidents' Day
Mar 15-16	Professional Development Day
Mar 30	End of 3rd Term
Mar 19-23	Spring Break
Apr 16	Professional Development Day
Jun 1	End of 4th Term

Attendance\Grade Reporting		
1st Quarter:	08/14/2017 - 10/13/2017	44 Days
2nd Quarter:	10/16/2017 - 12/15/2017	40 Days
3rd Quarter:	01/02/2018 - 03/30/2018	50 Days
4th Quarter:	4/2/2018 - 6/1/2018	44 Days
Total Days		178

Category of Events	
Professional Development	
August 7-11	
November 3	
January 19	
March 15-16	
April 16	

January 2018						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

February 2018						
S	M	T	W	T	F	S
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4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28			

March 2018						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

April 2018						
S	M	T	W	T	F	S
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8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

May 2018						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

June 2018						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

 School Closed
 Early Release

 Employee Planning (no school for students)
 Report Cards

 Parent Teacher Conferences
 First & Last Day of School

ATTACHMENT 5
Budget Information

**2016
Public Charter School Application
Personnel Salary Schedule**

Administrative Positions:		2017-2018	2017-2018	2018-2019	2018-2019
Line #		No. FTEs	Salary	No. FTEs	Salary
1	Regional Director of School Operations	0.2	\$90,000.00	0.2	\$90,000.00
2	Regional Director of Special Education	0.2	\$54,587.00	0.2	\$54,587.00
3	Campus Director/Headmaster	1	\$90,000.00	1	\$90,000.00
4	Administrative Assistant	1	\$31,392.00	1	\$31,392.00
5	Subtotal:		\$150,309.40		\$150,309.40
6	Fringe Benefits (rate used <u>28</u> %)		\$42,086.63		\$42,086.63
7	Total Administrative Positions:		\$192,396.03		\$192,396.03

Regular Classroom Instruction:		2017-2018	2017-2018	2018-2019	2018-2019
Line #		No. FTEs	Salary	No. FTEs	Salary
8	Teachers	5.25	\$45,000.00	6.25	\$45,000.00
9	Aides	1.2	\$23,850.00	1.4	\$23,850.00
10	Subtotal:		\$264,870.00		\$314,640.00
11	Teacher Fringe Benefits (rate used <u>28</u> %)		\$66,150.00		\$78,750.00
12	Aide Fringe Benefits (rate used <u>28</u> %)		\$8,013.60		\$9,349.20
13	Total Regular Classroom Instruction:		\$339,033.60		\$402,739.20

Special Education:		2017-2018	2017-2018	2018-2019	2018-2019
Line #		No. FTEs	Salary	No. FTEs	Salary
14	Teachers	1	\$40,242.00	1	\$40,242.00
15	Aides				
16	Subtotal:		\$40,242.00		\$40,242.00
17	Teacher Fringe Benefits (rate used <u>28</u> %)		\$11,267.76		\$11,267.76
18	Aide Fringe Benefits (rate used <u>0</u> %)		\$0.00		\$0.00
19	Total Special Education:		\$51,509.76		\$51,509.76

Gifted and Talented Program:		2017-2018	2017-2018	2018-2019	2018-2019
Line #		No. FTEs	Salary	No. FTEs	Salary
20	Teachers				
21	Aides				
22	Subtotal:				
23	Teacher Fringe Benefits (rate used _____ %)		\$0.00		\$0.00
24	Aide Fringe Benefits (rate used _____ %)		\$0.00		\$0.00
25	Total Gifted and Talented Program:		\$0.00		\$0.00

Alternative Education Program/ Alternative Learning Environments:		2017-2018	2017-2018	2018-2019	2018-2019
Line #		No. FTEs	Salary	No. FTEs	Salary
26	Teachers				
27	Aides				
28	Subtotal:				
29	Teacher Fringe Benefits (rate used _____ %)		\$0.00		\$0.00
30	Aide Fringe Benefits (rate used _____ %)		\$0.00		\$0.00
31	Total Alternative Education Program/ Alternative Learning Environments:		\$0.00		\$0.00

English Language Learner Program:		2017-2018	2017-2018	2018-2019	2018-2019
		No. FTEs	Salary	No. FTEs	Salary
32	<hr/>				
33	Subtotal:				
34	Fringe Benefits (rate used _____ %)		\$0.00		\$0.00
35	Total English Language Learner Program:		\$0.00		\$0.00
Guidance Services:		2017-2018	2017-2018	2018-2019	2018-2019
		No. FTEs	Salary	No. FTEs	Salary
36	<hr/>				
37	Subtotal:				
38	Fringe Benefits (rate used _____ %)		\$0.00		\$0.00
39	Total Guidance Services:		\$0.00		\$0.00
Health Services:		2017-2018	2017-2018	2018-2019	2018-2019
		No. FTEs	Salary	No. FTEs	Salary
40	<hr/>				
41	Subtotal:				
42	Fringe Benefits (rate used _____ %)		\$0.00		\$0.00
43	Total Health Services:		\$0.00		\$0.00
Media Services:		2017-2018	2017-2018	2018-2019	2018-2019
		No. FTEs	Salary	No. FTEs	Salary
44	<hr/>				
45	Subtotal:				
46	Fringe Benefits (rate used _____ %)		\$0.00		\$0.00
47	Total Media Services:		\$0.00		\$0.00
Fiscal Services:		2017-2018	2017-2018	2018-2019	2018-2019
		No. FTEs	Salary	No. FTEs	Salary
48	<hr/>				
49	Subtotal:				
50	Fringe Benefits (rate used _____ %)		\$0.00		\$0.00
51	Total Fiscal Services:		\$0.00		\$0.00
Maintenance and Operation:		2017-2018	2017-2018	2018-2019	2018-2019
		No. FTEs	Salary	No. FTEs	Salary
52	<hr/>				
53	Subtotal:				
54	Fringe Benefits (rate used _____ %)		\$0.00		\$0.00
55	Total Maintenance and Operation:		\$0.00		\$0.00
Pupil Transportation:		2017-2018	2017-2018	2018-2019	2018-2019
		No. FTEs	Salary	No. FTEs	Salary
56	<hr/>				
57	Subtotal:				
58	Fringe Benefits (rate used _____ %)		\$0.00		\$0.00
59	Total Pupil Transportation:		\$0.00		\$0.00

Food Services:		2017-2018	2017-2018	2018-2019	2018-2019
		No. FTEs	Salary	No. FTEs	Salary
60	CNP Stipend	1	\$608.00	1	\$1,759.00
61	Subtotal:		\$608.00		\$1,759.00
62	Fringe Benefits (rate used <u>28</u> %)		\$170.24		\$492.52
63	Total Food Services:		\$778.24		\$2,251.52
Data Processing:		2017-2018	2017-2018	2018-2019	2018-2019
		No. FTEs	Salary	No. FTEs	Salary
64	Subtotal:		\$0.00		\$0.00
65	Fringe Benefits (rate used _____ %)		\$0.00		\$0.00
66	Total Data Processing:		\$0.00		\$0.00
67					
Substitute Personnel:		2017-2018	2017-2018	2018-2019	2018-2019
		No. FTEs	Salary	No. FTEs	Salary
68	Number of Certified Substitutes <u>1</u>	1	\$4,546.00	1	\$4,546.00
69	Number of Classified Substitutes _____				
70	Subtotal:		\$4,546.00		\$4,546.00
71	Certified Fringe Benefits (rate used <u>28</u> %)		\$1,272.88		\$1,272.88
72	Classified Fringe Benefits (rate used _____ %)		\$0.00		\$0.00
73	Total Substitute Personnel:		\$5,818.88		\$5,818.88
74	TOTAL EXPENDITURES FOR SALARIES:		\$589,536.51		\$654,715.39

**Public Charter School Application
Estimated Budget Template**

REVENUES

State Public Charter School Aid:				<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
Line #	2017-2018				
1	Number of Students	<u>147</u> X <u>\$6,646.00</u>	State Foundation Funding	<u>\$976,962.00</u>	
2	Number of Students	<u>147</u> X <u>\$26.00</u>	Professional Development	<u>\$3,822.00</u>	
3	Number of Students	<u>14</u> X <u>\$526.00</u>	NSL Funding: 0-69%	<u>\$7,421.86</u>	
4	Number of Students	<u> </u> X <u> </u>	Other: <i>Explain Below</i>	<u> </u>	
5	Number of Students	<u> </u> X <u> </u>	Other: <i>Explain Below</i>	<u> </u>	
6	Number of Students	<u> </u> X <u> </u>	Other: <i>Explain Below</i>	<u> </u>	
7	Number of Students	<u> </u> X <u> </u>	Other: <i>Explain Below</i>	<u> </u>	
8	Number of Students	<u> </u> X <u> </u>	Other: <i>Explain Below</i>	<u> </u>	
	2018-2019				
9	Number of Students	<u>172</u> X <u>\$6,646.00</u>	State Foundation Funding		<u>\$1,143,112.00</u>
10	Number of Students	<u>172</u> X <u>\$26.00</u>	Professional Development		<u>\$4,472.00</u>
11	Number of Students	<u>17</u> X <u>\$526.00</u>	NSL Funding: 0-70%		<u>\$8,684.26</u>
12	Number of Students	<u> </u> X <u> </u>	Other: <i>Explain Below</i>		<u> </u>
13	Number of Students	<u> </u> X <u> </u>	Other: <i>Explain Below</i>		<u> </u>
14	Number of Students	<u> </u> X <u> </u>	Other: <i>Explain Below</i>		<u> </u>
15	Total State Public Charter School Aid:			<u>\$988,205.86</u>	<u>\$1,156,268.26</u>
	Federal Charter School Aid:			<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
16	Title I			<u>\$8,251.00</u>	<u>\$12,040.00</u>
17	Special Education			<u>\$47,029.00</u>	<u>\$47,029.00</u>
18	Child Nutrition			<u>\$8,664.00</u>	<u>\$10,137.00</u>
19	Other:			<u> </u>	<u> </u>
20	Total Federal Charter School Aid:			<u>\$63,944.00</u>	<u>\$69,206.00</u>
	Other Sources of Revenues:			<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
	<small>(MUST UPLOAD DOCUMENTATION VERIFYING ALL AMOUNTS LISTED AS OTHER SOURCES OF REVENUE)</small>				
21	Private Donations or Gifts			<u> </u>	<u> </u>
22	Special Grants <i>(List the amount)</i>			<u>\$250,000.00</u>	<u>\$250,000.00</u>
23	Other <i>(Specifically Describe)</i>			<u> </u>	<u> </u>
24	Total Other Sources of Revenues:			<u>\$250,000.00</u>	<u>\$250,000.00</u>
25	TOTAL REVENUES:			<u>\$1,302,149.86</u>	<u>\$1,475,474.26</u>

EXPENDITURES

Administration:		<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
26	Salaries and Benefits	\$192,396.03	\$192,396.03
	Purchased Services (List Vendors Below)		
27	V - AD 1		
28	Supplies and Materials	\$3,258.00	\$3,642.00
29	Equipment	\$18,818.18	\$18,666.67
	Other (List Below)		
30	Professional Development	\$1,305.82	\$1,352.67
31	Travel	\$1,818.18	\$1,666.67
32	Total Administration:	\$217,596.21	\$217,724.04
Regular Classroom Instruction:		<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
33	Salaries and Benefits	\$339,033.60	\$402,739.20
	Purchased Services (List Vendors Below)		
34	V - CI 1 Professional Services	\$1,000.00	\$1,000.00
35	Supplies and Materials	\$11,533.00	\$12,984.00
36	Equipment	\$8,181.82	\$8,333.33
	Other (List Below)		
37	Curriculum/Textbooks	\$21,168.00	\$24,768.00
38	Reading Materials	\$423.00	\$495.00
39	Professional Development	\$5,876.18	\$6,763.33
40	Travel	\$8,181.82	\$8,333.33
41	Total Regular Classroom Instruction:	\$395,397.42	\$465,416.19
Special Education:		<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
42	Salaries and Benefits	\$51,509.76	\$51,509.76
	Purchased Services (List Vendors Below)		
43	V - SE 1		
44	Supplies and Materials		
45	Equipment		
	Other (List Below)		
46			
47	Total Special Education:	\$51,509.76	\$51,509.76
Gifted and Talented Program:		<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
48	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services (List Vendors Below)		
49	V - GT 1		
50	Supplies and Materials		
51	Equipment		
	Other (List Below)		
52			
53	Total Gifted and Talented Program:	\$0.00	\$0.00

Alternative Education Program/ Alternative Learning Environments:		2017-2018 Amount:	2018-2019 Amount:
54	Salaries and Benefits	<u>\$0.00</u>	<u>\$0.00</u>
	Purchased Services (List Vendors Below)		
55	V - ALE 1 _____		
56	Supplies and Materials		
57	Equipment		
58	Other (List Below)		
59	Total Alternative Education Program/ Alternative Learning Environments:	<u>\$0.00</u>	<u>\$0.00</u>
English Language Learner Program:		2017-2018 Amount:	2018-2019 Amount:
60	Salaries and Benefits	<u>\$0.00</u>	<u>\$0.00</u>
	Purchased Services (List Vendors Below)		
61	V - ELL 1 _____		
62	Supplies and Materials		
63	Equipment		
64	Other (List Below)		
65	Total English Language Learner Program:	<u>\$0.00</u>	<u>\$0.00</u>
Guidance Services:		2017-2018 Amount:	2018-2019 Amount:
66	Salaries and Benefits	<u>\$0.00</u>	<u>\$0.00</u>
	Purchased Services (List Vendors Below)		
67	V - GS 1 _____		
68	Supplies and Materials		
69	Equipment		
70	Other (List Below)		
71	Total Guidance Services:	<u>\$0.00</u>	<u>\$0.00</u>
Health Services:		2017-2018 Amount:	2018-2019 Amount:
72	Salaries and Benefits	<u>\$0.00</u>	<u>\$0.00</u>
	Purchased Services (List Vendors Below)		
73	V - HS 1 _____		
74	Supplies and Materials		
75	Equipment		
76	Other (List Below)		
77	Total Health Services:	<u>\$0.00</u>	<u>\$0.00</u>

Media Services:		<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
78	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services (List Vendors Below)		
79	V - MS 1 _____		
80	Supplies and Materials		
81	Equipment		
	Other (List Below)		
82	Marketing Services	\$5,000.00	\$5,000.00
83	Advertising	\$2,000.00	\$2,000.00
84	Total Media Services:	\$7,000.00	\$7,000.00
Fiscal Services:		<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
85	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services (List Vendors Below)		
86	V - FS 1 <u>Audit - Thomas and Thomas</u>	\$15,000.00	\$15,000.00
87	Supplies and Materials		
88	Equipment		
	Other (List Below)		
89	_____		
90	Total Fiscal Services:	\$15,000.00	\$15,000.00
Maintenance and Operation:		<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
91	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services (List Vendors Below)		
	INCLUDE UTILITIES		
92	V - MO 1 <u>Water/Sewer</u>	\$2,259.00	\$2,259.00
93	V - MO 2 <u>Disposal/Sanitation</u>	\$3,456.00	\$3,456.00
94	V - MO 3 <u>Janitorial - Superior Sanitation</u>	\$15,000.00	\$15,000.00
95	V - MO 4 <u>Natural Gas</u>	\$3,300.00	\$3,300.00
96	V - MO 5 <u>Electricity</u>	\$8,987.00	\$8,987.00
97	V - MO 6 <u>Contracted Maint. & Repair - Building Repair</u>	\$28,800.00	\$28,800.00
98	V - MO 7 <u>Contracted Maint. & Repair - Miscellaneous</u>	\$1,000.00	\$1,000.00
99	V - MO 8 <u>Equipment Rental</u>	\$780.00	\$780.00
100	Supplies and Materials	\$6,000.00	\$6,000.00
101	Equipment		
	Other (List Below)		
102	_____		
103	Total Maintenance and Operation:	\$69,582.00	\$69,582.00
Pupil Transportation:		<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
104	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services (List Vendors Below)		
105	V - PT 1 _____		
106	Supplies and Materials		
107	Equipment		
	Other (List Below)		
108	_____		
109	Total Pupil Transportation:	\$0.00	\$0.00

	Food Services:	2017-2018 Amount:	2018-2019 Amount:
110	Salaries and Benefits	\$778.24	\$2,251.52
	Purchased Services (List Vendors Below)		
111	V - FD 1 _____		
112	Supplies and Materials	\$5,397.00	\$7,885.00
113	Equipment		
	Other (List Below)		
114	_____		
115	Total Food Services:	\$6,175.24	\$10,136.52
	Data Processing:	2017-2018 Amount:	2018-2019 Amount:
116	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services (List Vendors Below)		
117	V - DP 1 Internet	\$9,000.00	\$9,000.00
118	V - DP 2 Telephone	\$7,000.00	\$7,000.00
119	Supplies and Materials		
120	Equipment		
	Other (List Below)		
121	Consulting Fee	\$2,821.00	\$3,216.00
122	Total Data Processing:	\$18,821.00	\$19,216.00
	Substitute Personnel:	2017-2018 Amount:	2018-2019 Amount:
123	Salaries and Benefits	\$5,818.88	\$5,818.88
	Purchased Services (List Vendors Below)		
124	V - SB 1 _____		
125	Total Substitute Personnel:	\$5,818.88	\$5,818.88
	Facilities:	2017-2018 Amount:	2018-2019 Amount:
126	Lease/Purchase Contract for One Full Year	\$238,500.00	\$372,012.00
	Facility Upgrades (List Upgrades Below)		
127	_____		
128	Property Insurance for One Full Year	\$3,200.00	\$3,200.00
129	Content Insurance for One Full Year		
130	Total Facilities:	\$241,700.00	\$375,212.00
	Debt Expenditures:	2017-2018 Amount:	2018-2019 Amount:
	List Debts Below		
131	_____		
132	Total Debt Expenditures:		
	Other Expenditures:	2017-2018 Amount:	2018-2019 Amount:
	List Other Expenditures Below		
133	Dues	\$950.00	\$950.00
134	Miscellaneous Operating Costs	\$4,000.00	\$4,000.00
135	Charter Management Organization Administration Fee	\$148,372.00	\$173,605.00
136	Total Other Expenditures:	\$153,322.00	\$178,555.00

¹³⁷ TOTAL EXPENDITURES:

\$1,181,922.51

\$1,415,170.39

¹³⁸ NET REVENUE OVER EXPENDITURES:

\$120,227.35

\$60,303.87

ATTACHMENT 6
Facilities Utilization Agreement

**OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL
FACILITIES UTILIZATION AGREEMENT**

Lessor(Owner): Paradigm Companies

Lessee(Tenant): Responsive Education Solutions of Arkansas, an Arkansas non-profit

Any information regarding affiliation, family ties, or other relationships between the Lessor (Owner) and Lessee (Tenant) must be disclosed with the facilities lease agreement.

Describe the present use of the facility:

Vacant since August 2015. A portion was formerly a charter school

Address of Premises: 3155 N. College Avenue, Fayetteville, AR

Square Footage: 13,400 yr1 + 7500 sf yr 2

Terms of Lease: 5 yr + two 5 year options. Lease start 7/2017

Rental Amount: \$19,876/mo Yr1; \$31,002/mo Yr 2+

Contingency: The terms of this agreement are contingent upon

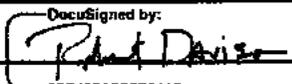
Responsive Education Solutions of Arkansas
Sponsoring Entity

receiving a charter to operate an open-enrollment public charter school approved by the authorizer by August of 2016

Statutory Language Concerning No Indebtedness:

No indebtedness of any kind incurred or created by the open-enrollment public charter school shall constitute an indebtedness of the State of Arkansas or its political subdivisions, and no indebtedness of the open-enrollment public charter school shall involve or be secured by the faith, credit, or taxing power of the state or its political subdivisions. An open-enrollment public charter school shall not incur any debt, including any lease, without the prior review and approval of the Commissioner of Education.

Lessee: Responsive Education Solutions of Arkansas, an Arkansas non-profit

By:  Date 4/27/2016
DocuSigned by: Robert Davis
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Lessor: Paradigm Companies

By: _____ Date _____

ATTACHMENT 7
Statement of Assurance

**2016 APPLICATION
OPEN-ENROLLMENT PUBLIC CHARTER
SCHOOL STATEMENT OF ASSURANCES**

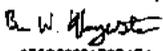
The signature of the president of the board of directors of the proposed public charter school's sponsoring entity certifies that the following statements are and will be addressed through policies adopted by the sponsoring entity and policies to be adopted by the public charter school; and, if the application is approved, that the sponsoring entity, governing body, administration, and staff of the open-enrollment charter shall abide by them:

1. The information submitted in this application is true to the best of my knowledge and belief, and this application has been sent to the superintendent of all the districts from which we intend to draw students.
2. The open-enrollment public charter school shall be open to all students, on a space- available basis, and shall not discriminate in its admission policy on the basis of gender, national origin, race, ethnicity, religion, disability, or academic or athletic eligibility, except as follows: the open-enrollment public charter school may adopt admissions policies that are consistent with federal law, regulations, or guidelines applicable to charter schools. The charter may provide for the exclusion of a student who has been expelled from another public school district.
3. The open-enrollment charter school shall hold an annual public lottery, followed with notifying parents of enrollment status for all applicants. The waiting list generated by the lottery will be maintained for one year.
4. In accordance with federal and state laws, the open-enrollment public charter school hiring and retention policies of administrators, teachers, and other employees shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, or special need.
5. The open-enrollment public charter school shall operate in accordance with federal laws and rules governing public schools; applicable provisions of the Arkansas Constitution; and state statutes or regulations governing public schools not waived by the approved charter.
6. The open-enrollment public charter school shall not use the moneys that it receives from the state for any sectarian program or activity, or as collateral for debt.

However, open-enrollment public charter schools may enter into lease-purchase agreements for school buildings built by private entities with facilities bonds exempt from federal taxes under 26 USCS 142(a) as allowed by Arkansas Code Annotated § 6-20-402. No indebtedness of an open-enrollment public charter school shall ever become a debt of the state of Arkansas.

7. The open-enrollment public charter school shall not impose taxes or charge students tuition or fees that would not be allowable charges in the public school districts.
8. The open-enrollment public charter school shall not be religious in its operations or programmatic offerings.
9. The open-enrollment public charter school shall ensure that any of its employees who qualify for membership in the Arkansas Teacher Retirement System or the State and Public School Employee Insurance Program shall be covered under those systems to the same extent a qualified employee of a traditional school district is covered.
10. The employees and volunteers of the open-enrollment public charter school are held immune from liability to the same extent as other public school district employees and volunteers under applicable state laws.
11. The open-enrollment public charter school shall be reviewed for its potential impact on the efforts of a public school district or public school districts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.
12. The open-enrollment public charter school shall comply with all health and safety laws, rules and regulations of the federal, state, county, region, or community that may apply to the facilities and school property.
13. The applicant confirms the understanding that certain provisions of state law shall not be waived. The open-enrollment public charter school is subject to any prohibition, restriction, or requirement imposed by Title 6 of the Arkansas Code Annotated and any rule and regulation approved by the State Board of Education under this title relating to:
 - (a) Monitoring compliance with Arkansas Code Annotated § 6-23-101 et seq. as determined by the Commissioner of the Department of Education;
 - (b) Conducting criminal background checks for employees;
 - (c) High school graduation requirements as established by the State Board of Education;
 - (d) Special education programs as provided by this title;
 - (e) Public school accountability under this title;
 - (f) Ethical guidelines and prohibitions as established by Arkansas Code Annotated § 6-24-101 et seq., and any other controlling state or federal law regarding ethics or conflicts of interest; and

- 14. Health and safety codes as established by the State Board of Education and local governmental entities.
- 15. The facilities of the public charter school shall comply with all requirements for accessibility for individuals with disabilities in accordance with the ADA and IDEA and all other state and federal laws.
- 16. Should the open-enrollment public charter school voluntarily or 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.

DocuSigned by:

075C52221E06A64

Signature of President of the Sponsoring Entity Board of Directors

Ben Klingenstein

Printed Name

4/27/2016

Date

ATTACHMENT 8
Prior Involvement

Name of Individual with Prior Charter Experience Mr. Marvin Reynolds, President

Position with Proposed Charter Board Member of Responsive Education Solutions

Name of Other Charter	Position at Other Charter	Status of Other Charter	Address of Other Charter	Web Address for State Assessment Results of Other Charter
Quest Middle School of Pine Bluff	Board Member	Operating	308 S. Blake St. Pine Bluff, AR 71601	https://adedata.arkansas.gov/arc/
Quest Middle School of West Little Rock	Board Member	Operating	1815 Rahling Road Little Rock, AR 72223	https://adedata.arkansas.gov/arc/
Premier High School of Little Rock	Board Member	Operating	1621 Martin Luther King, Jr. Dr. Little Rock, AR 72202	https://adedata.arkansas.gov/arc/
Northwest Arkansas Classical Academy	Board Member	Operating	1302 Melissa Dr. Ste. 100 Bentonville, AR 72712	https://adedata.arkansas.gov/arc/

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Name of Individual with Prior Charter Experience Mr. Lance Losey

Position with Proposed Charter Board Member of Responsive Education Solutions

Name of Other Charter	Position at Other Charter	Status of Other Charter	Address of Other Charter	Web Address for State Assessment Results of Other Charter
Quest Middle School of Pine Bluff	Board Member	Operating	308 S. Blake St. Pine Bluff, AR 71601	https://adedata.arkansas.gov/arc/
Quest Middle School of West Little Rock	Board Member	Operating	1815 Rahling Road Little Rock, AR 72223	https://adedata.arkansas.gov/arc/
Premier High School of Little Rock	Board Member	Operating	1621 Martin Luther King, Jr. Dr. Little Rock, AR 72202	https://adedata.arkansas.gov/arc/
Northwest Arkansas Classical Academy	Board Member	Operating	1302 Melissa Dr. Ste. 100 Bentonville, AR 72712	https://adedata.arkansas.gov/arc/

Name of Individual with Prior Charter Experience Mr. Daniel Maddalena, Vice-President

Position with Proposed Charter Board Member of Responsive Education Solutions

Name of Other Charter	Position at Other Charter	Status of Other Charter	Address of Other Charter	Web Address for State Assessment Results of Other Charter
Quest Middle School of Pine Bluff	Board Member	Operating	308 S. Blake St. Pine Bluff, AR 71601	https://adedata.arkansas.gov/arc/
Quest Middle School of West Little Rock	Board Member	Operating	1815 Rahling Road Little Rock, AR 72223	https://adedata.arkansas.gov/arc/
Premier High School of Little Rock	Board Member	Operating	1621 Martin Luther King, Jr. Dr. Little Rock, AR 72202	https://adedata.arkansas.gov/arc/
Northwest Arkansas Classical Academy	Board Member	Operating	1302 Melissa Dr. Ste. 100 Bentonville, AR 72712	https://adedata.arkansas.gov/arc/

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Name of Individual with Prior Charter Experience Mr. Ben Klingenstein, Secretary

Position with Proposed Charter Board Member of Responsive Education Solutions

Name of Other Charter	Position at Other Charter	Status of Other Charter	Address of Other Charter	Web Address for State Assessment Results of Other Charter
Quest Middle School of Pine Bluff	Board Member	Operating	308 S. Blake St. Pine Bluff, AR 71601	https://adedata.arkansas.gov/arc/
Quest Middle School of West Little Rock	Board Member	Operating	1815 Rahling Road Little Rock, AR 72223	https://adedata.arkansas.gov/arc/
Premier High School of Little Rock	Board Member	Operating	1621 Martin Luther King, Jr. Dr. Little Rock, AR 72202	https://adedata.arkansas.gov/arc/
Northwest Arkansas Classical Academy	Board Member	Operating	1302 Melissa Dr. Ste. 100 Bentonville, AR 72712	https://adedata.arkansas.gov/arc/

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Name of Individual with Prior Charter Experience Charles Cook

Position with Proposed Charter Chief Executive Officer - Responsive Education Solutions

Name of Other Charter	Position at Other Charter	Status of Other Charter	Address of Other Charter	Web Address for State Assessment Results of Other Charter
Quest Middle School of Pine Bluff	Chief Executive Officer - Responsive Education Solutions	Operating	308 S. Blake St. Pine Bluff, AR 71601	https://adedata.arkansas.gov/arc/
Quest Middle School of West Little Rock	Chief Executive Officer - Responsive Education Solutions	Operating	1815 Rahling Road Little Rock, AR 72223	https://adedata.arkansas.gov/arc/
Premier High School of Little Rock	Chief Executive Officer - Responsive Education Solutions	Operating	1621 Martin Luther King, Jr. Dr. Little Rock, AR 72202	https://adedata.arkansas.gov/arc/
Northwest Arkansas Classical Academy	Chief Executive Officer - Responsive Education Solutions	Operating	1302 Melissa Dr. Ste. 100 Bentonville, AR 72712	https://adedata.arkansas.gov/arc/

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Name of Individual with Prior Charter Experience Dr. Mary Ann Duncan

Position with Proposed Charter Superintendent of Responsive Education Solutions - Arkansas

Name of Other Charter	Position at Other Charter	Status of Other Charter	Address of Other Charter	Web Address for State Assessment Results of Other Charter
Quest Middle School of Pine Bluff	Superintendent	Operating	308 S. Blake St. Pine Bluff, AR 71601	https://adedata.arkansas.gov/arc/
Quest Middle School of West Little Rock	Superintendent	Operating	1815 Rahling Road Little Rock, AR 72223	https://adedata.arkansas.gov/arc/
Premier High School of Little Rock	Superintendent	Operating	1621 Martin Luther King, Jr. Dr. Little Rock, AR 72202	https://adedata.arkansas.gov/arc/
Northwest Arkansas Classical Academy	Superintendent	Operating	1302 Melissa Dr. Ste. 100 Bentonville, AR 72712	https://adedata.arkansas.gov/arc/

Name of Individual with Prior Charter Experience Curtis Shack

Position with Proposed Charter AR Program Manager - Responsive Education Solutions - Arkansas

Name of Other Charter	Position at Other Charter	Status of Other Charter	Address of Other Charter	Web Address for State Assessment Results of Other Charter
Quest Middle School of Pine Bluff	AR Program Manager	Operating	308 S. Blake St. Pine Bluff, AR 71601	https://adedata.arkansas.gov/arc/
Quest Middle School of West Little Rock	AR Program Manager	Operating	1815 Rahling Road Little Rock, AR 72223	https://adedata.arkansas.gov/arc/
Premier High School of Little Rock	AR Program Manager	Operating	1621 Martin Luther King, Jr. Dr. Little Rock, AR 72202	https://adedata.arkansas.gov/arc/
Northwest Arkansas Classical Academy	AR Program Manager	Operating	1302 Melissa Dr. Ste. 100 Bentonville, AR 72712	https://adedata.arkansas.gov/arc/

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Name of Individual with Prior Charter Experience James Taylor

Position with Proposed Charter Chief Financial Officer - Responsive Education Solutions

Name of Other Charter	Position at Other Charter	Status of Other Charter	Address of Other Charter	Web Address for State Assessment Results of Other Charter
Quest Middle School of Pine Bluff	Chief Financial Officer - Responsive Education Solutions	Operating	308 S. Blake St. Pine Bluff, AR 71601	https://adedata.arkansas.gov/arc/
Quest Middle School of West Little Rock	Chief Financial Officer - Responsive Education Solutions	Operating	1815 Rahling Road Little Rock, AR 72223	https://adedata.arkansas.gov/arc/
Premier High School of Little Rock	Chief Financial Officer - Responsive Education Solutions	Operating	1621 Martin Luther King, Jr. Dr. Little Rock, AR 72202	https://adedata.arkansas.gov/arc/
Northwest Arkansas Classical Academy	Chief Financial Officer - Responsive Education Solutions	Operating	1302 Melissa Dr. Ste. 100 Bentonville, AR 72712	https://adedata.arkansas.gov/arc/

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Name of Individual with Prior Charter Experience Robert Davison

Position with Proposed Charter Chief Operating Officer - Responsive Education Solutions and Chief Executive Officer - ResponsiveEd School Services

Name of Other Charter	Position at Other Charter	Status of Other Charter	Address of Other Charter	Web Address for State Assessment Results of Other Charter
Quest Middle School of Pine Bluff	Chief Operating Officer - Responsive Education Solutions	Operating	308 S. Blake St. Pine Bluff, AR 71601	https://adedata.arkansas.gov/arc/
Quest Middle School of West Little Rock	Chief Operating Officer - Responsive Education Solutions	Operating	1815 Rahling Road Little Rock, AR 72223	https://adedata.arkansas.gov/arc/
Premier High School of Little Rock	Chief Operating Officer - Responsive Education Solutions	Operating	1621 Martin Luther King, Jr. Dr. Little Rock, AR 72202	https://adedata.arkansas.gov/arc/
Northwest Arkansas Classical Academy	Chief Operating Officer - Responsive Education Solutions	Operating	1302 Melissa Dr. Ste. 100 Bentonville, AR 72712	https://adedata.arkansas.gov/arc/

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Name of Individual with Prior Charter Experience John Thorburn

Position with Proposed Charter Director of Language Arts K-12 - Responsive Education Solutions

Name of Other Charter	Position at Other Charter	Status of Other Charter	Address of Other Charter	Web Address for State Assessment Results of Other Charter
Quest Middle School of Pine Bluff	Director of Language Arts K-12	Operating	308 S. Blake St. Pine Bluff, AR 71601	https://adedata.arkansas.gov/arc/
Quest Middle School of West Little Rock	Director of Language Arts K-12	Operating	1815 Rahling Road Little Rock, AR 72223	https://adedata.arkansas.gov/arc/
Premier High School of Little Rock	Director of Language Arts K-12	Operating	1621 Martin Luther King, Jr. Dr. Little Rock, AR 72202	https://adedata.arkansas.gov/arc/
Northwest Arkansas Classical Academy	Director of Language Arts K-12	Operating	1302 Melissa Dr. Ste. 100 Bentonville, AR 72712	https://adedata.arkansas.gov/arc/

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Name of Individual with Prior Charter Experience Scott Davis

Position with Proposed Charter Executive Director of Classical Schools - Responsive Education Solutions

Name of Other Charter	Position at Other Charter	Status of Other Charter	Address of Other Charter	Web Address for State Assessment Results of Other Charter
Quest Middle School of West Little Rock	Executive Director of Classical Schools	Operating	1815 Rahling Road Little Rock, AR 72223	https://adedata.arkansas.gov/arc/
Northwest Arkansas Classical Academy	Executive Director of Classical Schools	Operating	1302 Melissa Dr. Ste. 100 Bentonville, AR 72712	https://adedata.arkansas.gov/arc/

Name of Individual with Prior Charter Experience Glenda Simons

Position with Proposed Charter Executive Director of Academics - Responsive Education Solutions

Name of Other Charter	Position at Other Charter	Status of Other Charter	Address of Other Charter	Web Address for State Assessment Results of Other Charter
Quest Middle School of Pine Bluff	Executive Director of Academics	Operating	308 S. Blake St. Pine Bluff, AR 71601	https://adedata.arkansas.gov/arc/
Quest Middle School of West Little Rock	Executive Director of Academics	Operating	1815 Rahling Road Little Rock, AR 72223	https://adedata.arkansas.gov/arc/
Premier High School of Little Rock	Executive Director of Academics	Operating	1621 Martin Luther King, Jr. Dr. Little Rock, AR 72202	https://adedata.arkansas.gov/arc/
Northwest Arkansas Classical Academy	Executive Director of Academics	Operating	1302 Melissa Dr. Ste. 100 Bentonville, AR 72712	https://adedata.arkansas.gov/arc/

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Name of Individual with Prior Charter Experience Dr. Steve Bourgouis

Position with Proposed Charter Executive Director of Research and Instruction - Responsive Education Solutions

Name of Other Charter	Position at Other Charter	Status of Other Charter	Address of Other Charter	Web Address for State Assessment Results of Other Charter
Quest Middle School of Pine Bluff	Executive Director of Research and Instruction	Operating	308 S. Blake St. Pine Bluff, AR 71601	https://adedata.arkansas.gov/arc/
Quest Middle School of West Little Rock	Executive Director of Research and Instruction	Operating	1815 Rahling Road Little Rock, AR 72223	https://adedata.arkansas.gov/arc/
Premier High School of Little Rock	Executive Director of Research and Instruction	Operating	1621 Martin Luther King, Jr. Dr. Little Rock, AR 72202	https://adedata.arkansas.gov/arc/
Northwest Arkansas Classical Academy	Executive Director of Research and Instruction	Operating	1302 Melissa Dr. Ste. 100 Bentonville, AR 72712	https://adedata.arkansas.gov/arc/

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2015 ESEA DISTRICT REPORT

District: FAYETTEVILLE SCHOOL DISTRICT **Superintendent:** PAUL HEWITT
LEA: 7203000 **Attendance** 94.71
Enrollment: 9503 **Poverty Rate:** 40.26

Address: 1000 W. STONE ST.
Address: FAYETTEVILLE, AR 72701
Phone: (479) 444-3000

OVERALL SCHOOL STATUS: 2014 NEEDS IMPROVEMENT

PERCENT TESTED

PERCENT TESTED STATUS: ACHIEVING						
	ELA			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	5682	5754	98.75	5372	5411	99.28
Targeted Achievement Gap Group	2699	2761	97.75	2636	2667	98.84
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	529	540	97.96	503	507	99.21
Hispanic	666	678	98.23	659	663	99.40
White	3895	3925	99.24	3639	3664	99.32
Economically Disadvantaged	2395	2452	97.68	2337	2364	98.86
English Language Learners	435	452	96.24	451	453	99.56
Students with Disabilities	687	703	97.72	657	669	98.21

STUDENT PERFORMANCE -- ENGLISH LANGUAGE ARTS

ELA STATUS: ACHIEVING				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	2969	5414	54.84	22.73
Targeted Achievement Gap Group	790	2492	31.70	17.41
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	129	487	26.49	10.77
Hispanic	220	630	34.92	18.35
White	2332	3732	62.49	26.04
Economically Disadvantaged	709	2197	32.27	17.63
English Language Learners	89	422	21.09	7.64
Students with Disabilities	88	650	13.54	4.60

STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS: ACHIEVING				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	2186	5107	42.80	13.95
Targeted Achievement Gap Group	563	2427	23.20	10.82
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	71	462	15.37	5.87
Hispanic	151	620	24.35	12.10
White	1725	3490	49.43	17.14
Economically Disadvantaged	499	2136	23.36	11.02
English Language Learners	97	432	22.45	6.23
Students with Disabilities	77	622	12.38	4.60

2014 SCHOOL GRADUATION RATE

GRADUATION RATE STATUS: ACHIEVING					
ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	90TH PCTL
All Students	543	601	90.35	83.73	94.00
Targeted Achievement Gap Group	185	226	81.86	69.89	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	90TH PCTL
All Students	1593	1813	87.87	83.73	94.00
Targeted Achievement Gap Group	474	621	76.33	69.89	94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	
African American	69	73	94.52	70.71	
Hispanic	43	51	84.31	77.78	
White	402	442	90.95	86.04	
Economically Disadvantaged	153	189	80.95	66.25	
English Language Learners	27	31	87.10	86.05	
Students with Disabilities	47	57	82.46	69.45	

2015 ESEA DISTRICT REPORT

District: FAYETTEVILLE SCHOOL DISTRICT **Superintendent:** PAUL HEWITT
LEA: 7203000 **Attendance** 94.71
Enrollment: 9503 **Poverty Rate:** 40.26

Address: 1000 W. STONE ST.
Address: FAYETTEVILLE, AR 72701
Phone: (479) 444-3000

The Performance Based Assessment (PBA) component was given before the End of Year Assessment (EOY). The PBA consisted of extended tasks and applications of concepts and skills for ELA/Literacy and Math. ELA/Literacy included writing effectively when analyzing text and research simulation. Math included solving multi-step problems requiring abstract reasoning, precision, perseverance and strategic use of tools.

The EOY assessment consisted of innovative, short-answer items including the following: ELA/Literacy reading comprehension; Math short items that address both concepts and skills.

PBA Only and EOY Only are not included in performance calculations.

Number of enrolled students with completed PBA only:	46
Number of enrolled students with completed EOY only:	68

Percent Tested: Source and Use of Enrollment

For percent tested and school/district performance calculations student enrollment files were downloaded from eSchool via TRIAND to establish the students expected to test. These files were downloaded May 15, 2015.

When students' test and enrollment records were matched by school and student state identifier the demographic values from the enrollment files were used in ESEA calculations.

When a student had a test record and did not match an enrollment record the demographic values from the student's test record were used in ESEA calculations.

When a student had an enrollment record that did not match a test record the demographic values from the student's enrollment record were used in ESEA calculations.

Report created on: 01/07/2016

2015 ESEA DISTRICT REPORT

District: FARMINGTON SCHOOL DISTRICT
LEA: 7202000
Enrollment: 2321

Superintendent: BRYAN LAW
Attendance: 95.34
Poverty Rate: 40.67

Address: 42 S. DOUBLE SPRINGS ROAD
Address: FARMINGTON, AR 72730
Phone: (479) 266-1862

OVERALL SCHOOL STATUS: 2014 NEEDS IMPROVEMENT

PERCENT TESTED

PERCENT TESTED STATUS: ACHIEVING						
	ELA			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
All Students	1438	1439	99.93	1397	1398	99.93
Targeted Achievement Gap Group	686	687	99.85	671	672	99.85
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage
African American	35	35	100.00	35	35	100.00
Hispanic	120	120	100.00	119	119	100.00
White	1222	1223	99.92	1182	1183	99.92
Economically Disadvantaged	621	622	99.84	609	610	99.84
English Language Learners	61	61	100.00	61	61	100.00
Students with Disabilities	159	159	100.00	150	150	100.00

STUDENT PERFORMANCE -- ENGLISH LANGUAGE ARTS

ELA STATUS: ACHIEVING				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	542	1385	39.13	22.73
Targeted Achievement Gap Group	165	647	25.50	17.41
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	8	33	24.24	10.77
Hispanic	16	113	14.16	18.35
White	497	1181	42.08	26.04
Economically Disadvantaged	154	585	26.32	17.63
English Language Learners	6	56	10.71	7.64
Students with Disabilities	23	147	15.65	4.60

STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS: ACHIEVING				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	406	1357	29.92	13.95
Targeted Achievement Gap Group	132	642	20.56	10.82
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	7	34	20.59	5.87
Hispanic	21	115	18.26	12.10
White	357	1148	31.10	17.14
Economically Disadvantaged	121	582	20.79	11.02
English Language Learners	7	58	12.07	6.23
Students with Disabilities	23	140	16.43	4.60

2014 SCHOOL GRADUATION RATE

GRADUATION RATE STATUS: ACHIEVING					
ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	90TH PCTL
All Students	153	157	97.45	87.65	94.00
Targeted Achievement Gap Group	58	61	95.08	86.37	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	90TH PCTL
All Students	456	474	96.20	87.65	94.00
Targeted Achievement Gap Group	156	167	93.41	86.37	94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	
African American	n < 10	n < 10	n < 10	83.33	
Hispanic	10	10	100.00	80.95	
White	135	139	97.12	87.98	
Economically Disadvantaged	53	55	96.36	86.67	
English Language Learners	n < 10	n < 10	n < 10	33.33	
Students with Disabilities	16	17	94.12	84.61	

2015 ESEA DISTRICT REPORT

District: FARMINGTON SCHOOL DISTRICT
LEA: 7202000
Enrollment: 2321

Superintendent: BRYAN LAW
Attendance 95.34
Poverty Rate: 40.67

Address: 42 S. DOUBLE SPRINGS ROAD
Address: FARMINGTON, AR 72730
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PBA Only and EOY Only are not included in performance calculations.

Number of enrolled students with completed PBA only:	1
Number of enrolled students with completed EOY only:	10

Percent Tested: Source and Use of Enrollment

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When a student had an enrollment record that did not match a test record the demographic values from the student's enrollment record were used in ESEA calculations.

Report created on: 01/07/2016



Fayetteville Classical Academy Presentation

August 17, 2016

RESPONSIVE **ED**[®]
RESPONSIVE TO THE COMMUNITY . . . DESIGNED FOR THE STUDENT.

Outline of Presentation

- **The Need**
- **Our Mission**
- **Theoretical Grounding**
- **Distinctives**

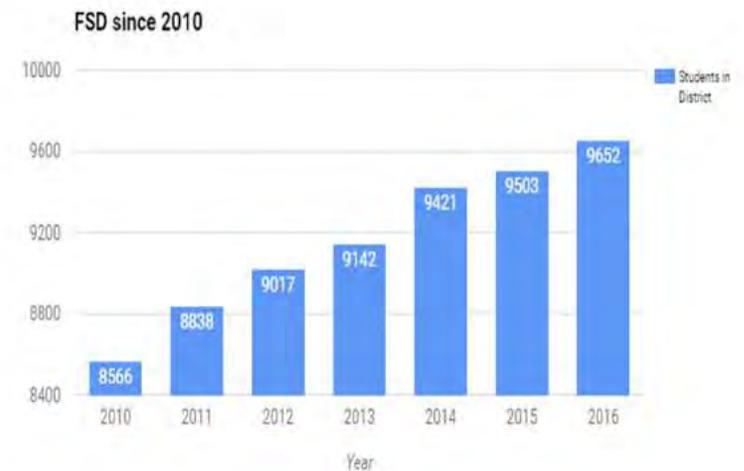
Fayetteville: One of the **fastest growing** cities in Arkansas

+12.6% in both city & district from 2010-2015

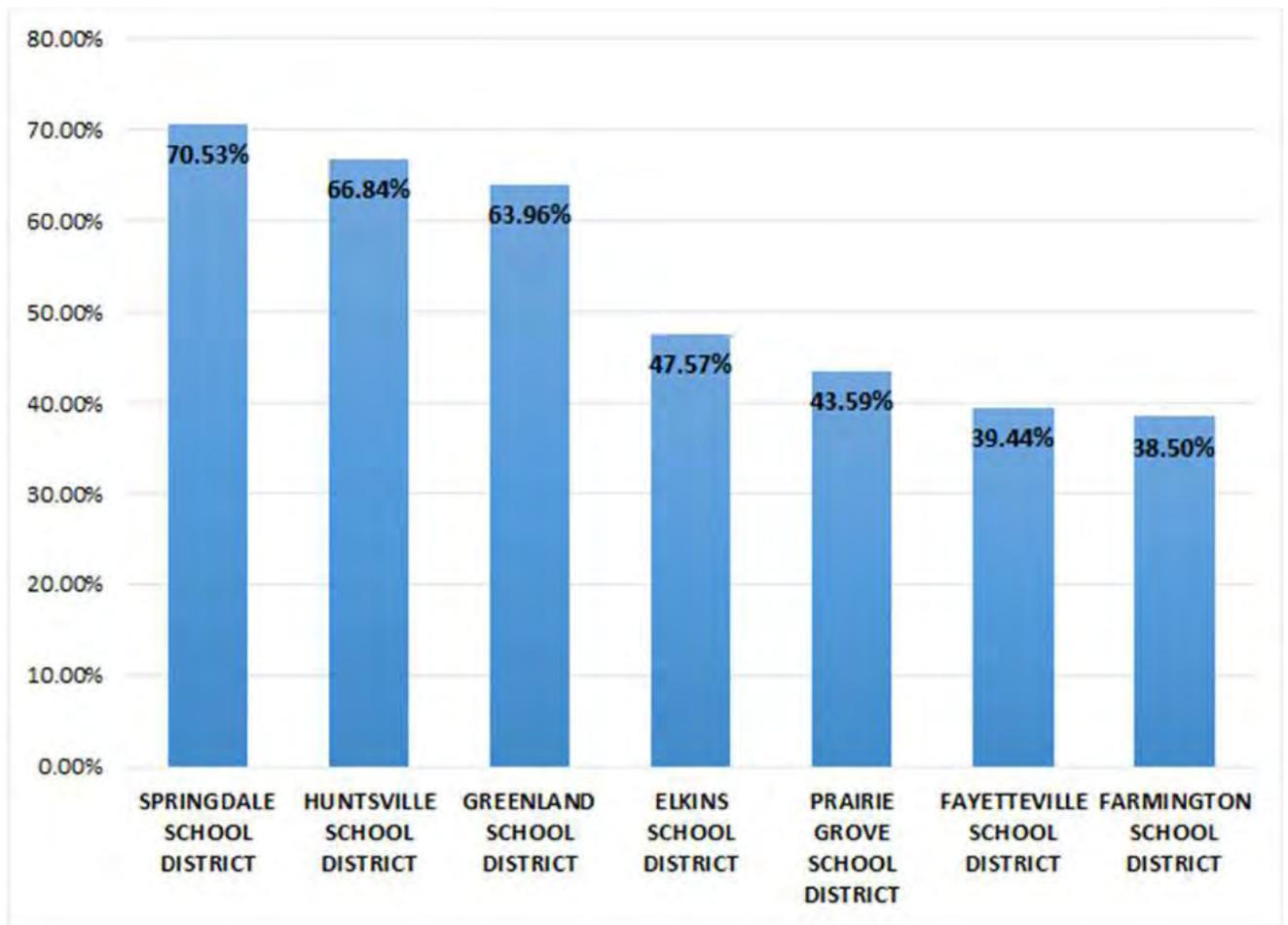
Fayetteville HS: 2,764 students (Grades 9-12)

Ramay JH: 710; Woodland JH: 746 (Grades 7 & 8)

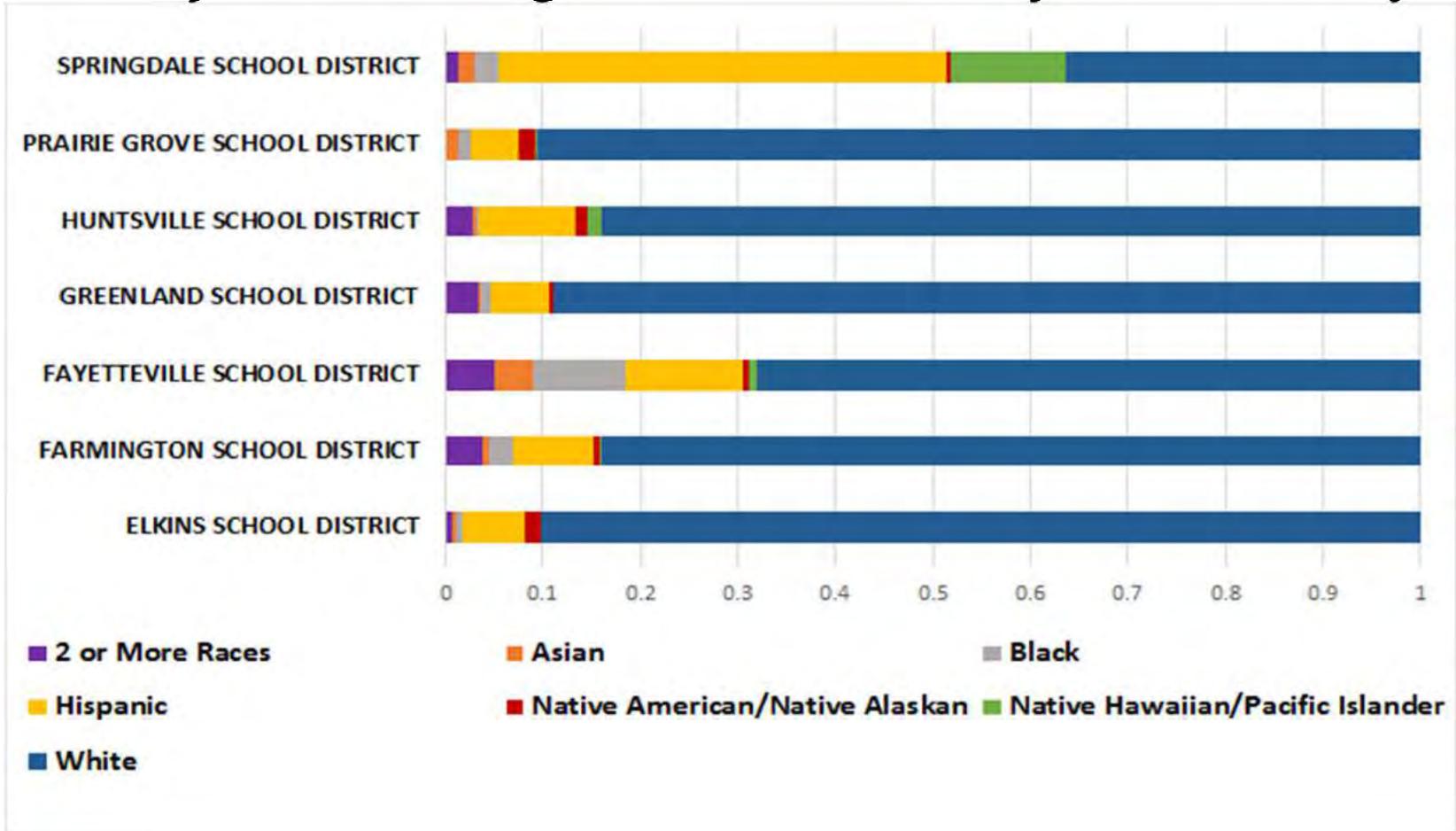
Holt MS: 444; McNair MS: 725 (Grades 5 & 6)



2016 Free-Reduced Lunch



2016 Fayetteville & Contiguous School Districts by Student Ethnicity



Mission

Fayetteville Classical Academy seeks to provide a well-rounded and distinctly 21st century classical education that promotes intellectual curiosity, critical thinking, and virtue, preparing students to make a meaningful contribution in a free society.

Theoretical Grounding of Our Motivational Approach

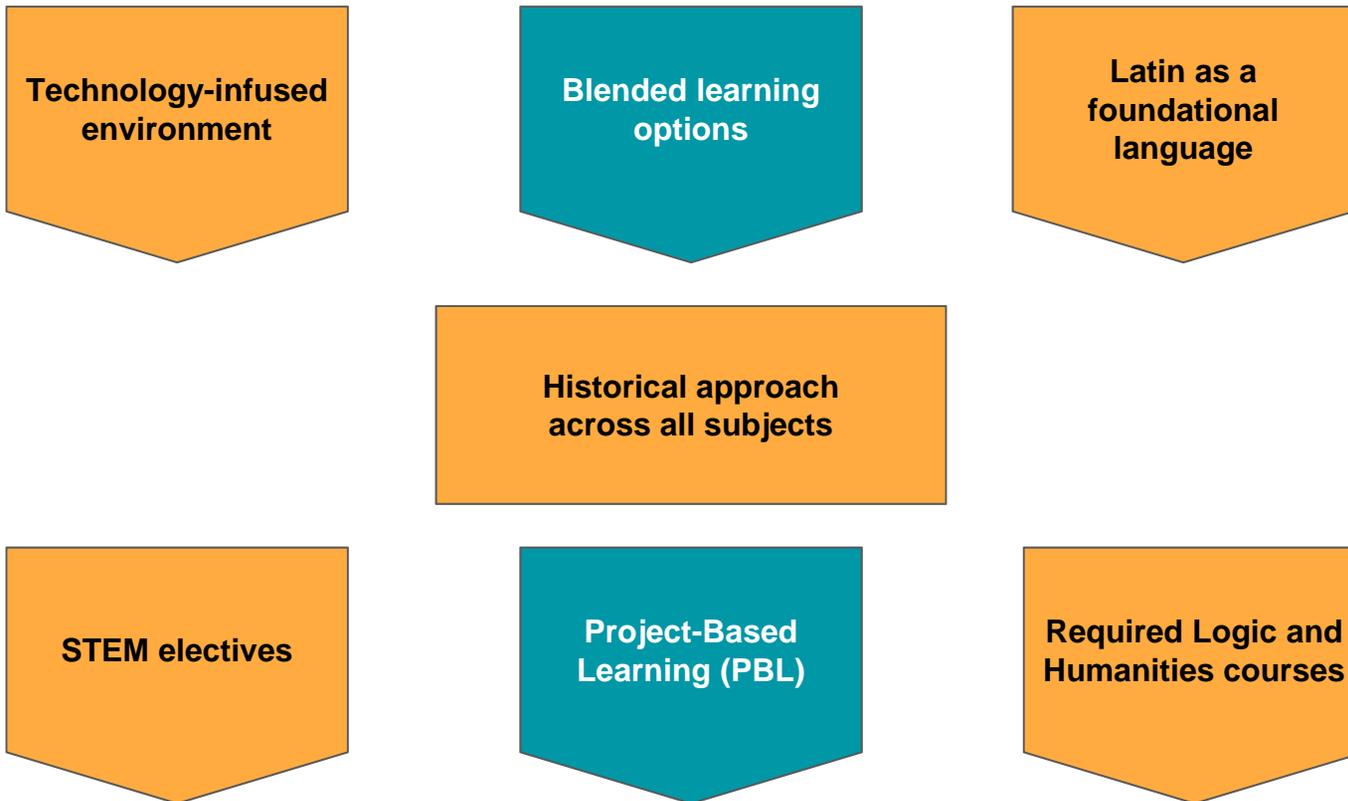
Self-determination theory (Deci & Ryan, 1985, 2013) posits three basic psychological needs:

- *Autonomy*
- *Competence*
- *Relatedness*

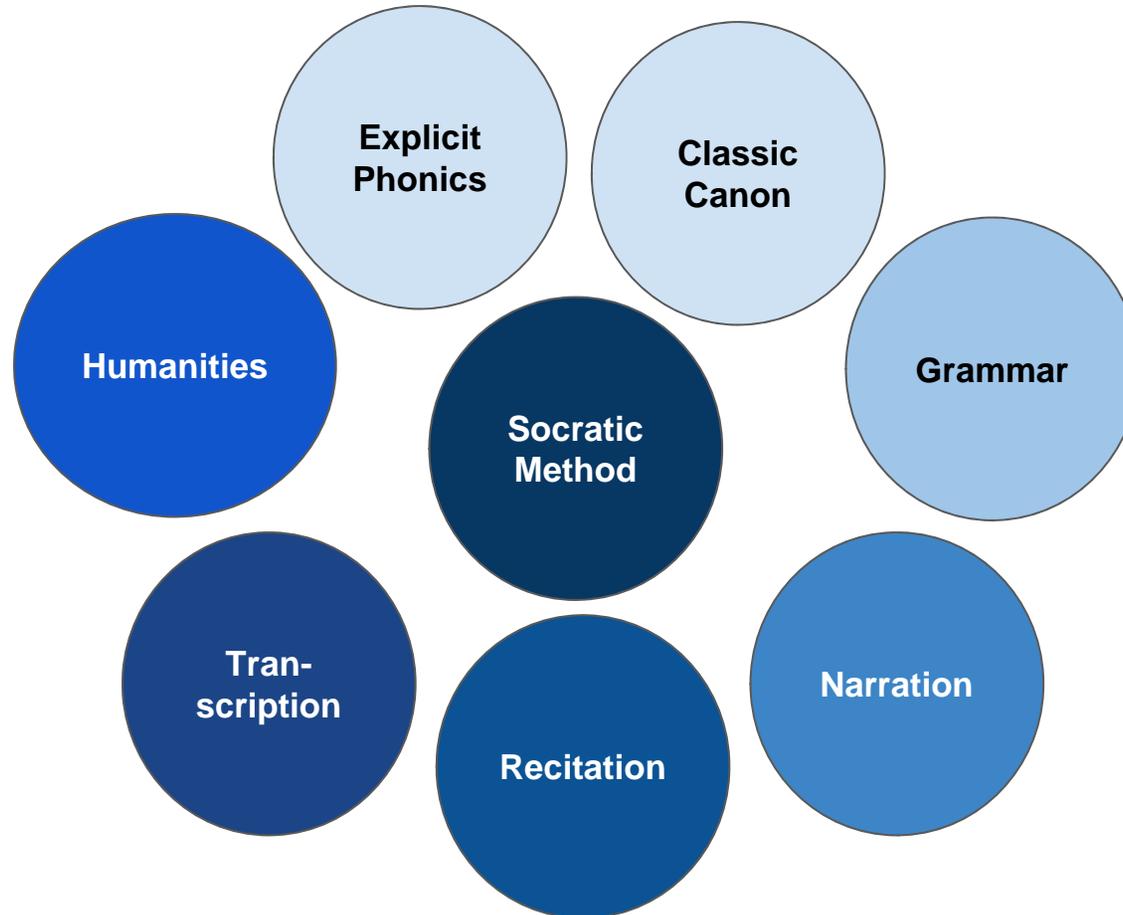
To the extent that these needs are met, individuals experience optimal functioning and intrinsic motivation.

Our integrated classical curriculum promotes self-regulated learning.

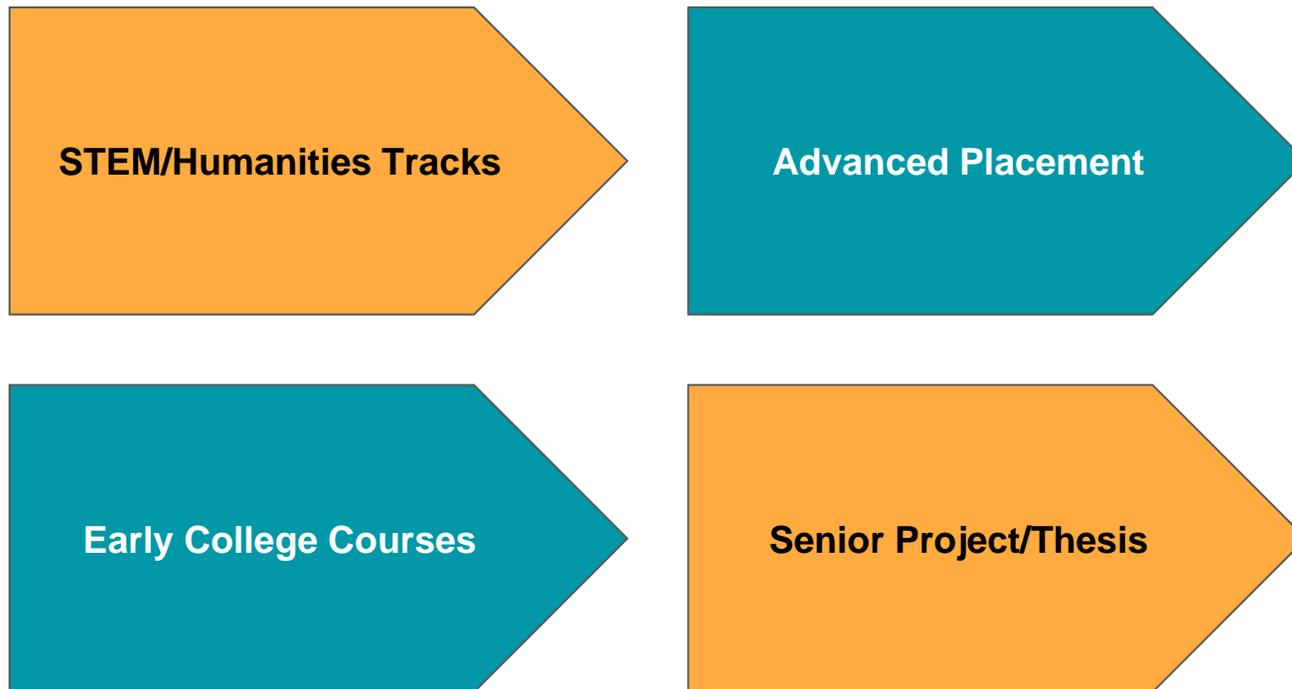
Distinctive #1: 21st Century Classical Approach



Distinctive #2: Integrated Language Arts



Distinctive #3: Two-Tier High School Track with Advanced Academics



Distinctive #4: Smaller Public School Learning Environment



Teaching Character and Skills that Resist Measurement

- **Motivating oneself**
- **Appreciating literature**
- **Connecting the disciplines**
- **Developing new interests**
- **Enhancing aesthetic sensibility**
- **Cultivating sense of wonder**
- **Writing well**
- **Substantiating opinion**
- **Building self-confidence**
- **Fostering a love of learning**

“Measurable outcomes may be the least significant results of learning.”

(McNeil, 1996, p. xviii)

Character Education: Taking a Long View

“Education worthy of the name is essentially education of character. For the genuine educator does not merely consider individual functions of his pupil, as one intending to teach him only to know or to be capable of certain definite things; but his concern is always the person as a whole, both in the actuality in which he lives before you now and in his possibilities, what he can become.” (Martin Buber, 1947)

At ResponsiveEd,
we serve students through...

CLASSICAL

CREDIT RECOVERY

STEM

COLLEGE PREP

EARLY COLLEGE

VIRTUAL



Fayetteville Classical Academy

RESPONSIVE **ED**[®]
RESPONSIVE TO THE COMMUNITY . . . DESIGNED FOR THE STUDENT.

**OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL
FACILITIES UTILIZATION AGREEMENT**

Lessor(Owner): Farmington JK, LLC

Lessee(Tenant): Responsive Education Solutions

Any information regarding affiliation, family ties, or other relationships between the Lessor (Owner) and Lessee (Tenant) must be disclosed with the facilities lease agreement.

Describe the present use of the facility: Vacant, former grocery store location.

Address of Premises: 271 West Main Street, Farmington, AR 72730

Square Footage: 23,200 SF

Terms of Lease: Five(5) years with Five(5) year option

Rental Amount: \$9.00 psf + \$3.50 psf NNN = \$24,167 per month

Contingency: The terms of this agreement are contingent upon
Final lease negotiations and build out, and Responsive Education
Solutions. *Sponsoring Entity*
receiving a charter to operate an open-enrollment public charter school approved by
the authorizer by August of 20 16

Statutory Language Concerning No Indebtedness:
No indebtedness of any kind incurred or created by the open-enrollment public charter school shall constitute an indebtedness of the State of Arkansas or its political subdivisions, and no indebtedness of the open-enrollment public charter school shall involve or be secured by the faith, credit, or taxing power of the state or its political subdivisions. An open-enrollment public charter school shall not incur any debt, including any lease, without the prior review and approval of the Commissioner of Education.

Lessee: Responsive Education Solutions

By: _____ Date _____

Lessor: Farmington JK, LLC

By:  _____ Date 6/23/16

**2016
Public Charter School Application
Personnel Salary Schedule**

Administrative Positions:		2017-2018 No. FTEs	2017-2018 Salary	2018-2019 No. FTEs	2018-2019 Salary
Line #					
1	Regional Director of School Operations	0.2	\$90,000.00	0.2	\$90,000.00
2	Campus Director/Headmaster	1	\$90,000.00	1	\$90,000.00
3	Administrative Assistant	1.27	\$32,000.00	1.53	\$31,392.00
4	Assistant Director			1	\$55,000.00
5	Subtotal:		\$148,640.00		\$211,029.76
6	Fringe Benefits (rate used 28 %)		\$41,619.20		\$59,088.33
7	Total Administrative Positions:		\$190,259.20		\$270,118.09
Regular Classroom Instruction:		2017-2018 No. FTEs	2017-2018 Salary	2018-2019 No. FTEs	2018-2019 Salary
8	Teachers	10.52	\$41,981.00	12.88	\$41,981.00
9	Aides	2.11	\$23,850.00	2.54	\$23,850.00
10	Subtotal:		\$491,963.62		\$601,294.28
11	Teacher Fringe Benefits (rate used 28 %)		\$123,659.23		\$151,400.28
12	Aide Fringe Benefits (rate used 28 %)		\$14,090.58		\$16,962.12
13	Total Regular Classroom Instruction:		\$629,713.43		\$769,656.68
Special Education:		2017-2018 No. FTEs	2017-2018 Salary	2018-2019 No. FTEs	2018-2019 Salary
14	Teachers	1	\$41,981.00	1	\$41,981.00
15	Aides				
16	Subtotal:		\$41,981.00		\$41,981.00
17	Teacher Fringe Benefits (rate used 28 %)		\$11,754.68		\$11,754.68
18	Aide Fringe Benefits (rate used 0 %)		\$0.00		\$0.00
19	Total Special Education:		\$53,735.68		\$53,735.68
Gifted and Talented Program:		2017-2018 No. FTEs	2017-2018 Salary	2018-2019 No. FTEs	2018-2019 Salary
20	Teachers				
21	Aides				
22	Subtotal:				
23	Teacher Fringe Benefits (rate used %)		\$0.00		\$0.00
24	Aide Fringe Benefits (rate used %)		\$0.00		\$0.00
25	Total Gifted and Talented Program:		\$0.00		\$0.00
Alternative Education Program/ Alternative Learning Environments:		2017-2018 No. FTEs	2017-2018 Salary	2018-2019 No. FTEs	2018-2019 Salary
26	Teachers				
27	Aides				
28	Subtotal:				
29	Teacher Fringe Benefits (rate used %)		\$0.00		\$0.00
30	Aide Fringe Benefits (rate used %)		\$0.00		\$0.00
31	Total Alternative Education Program/ Alternative Learning Environments:		\$0.00		\$0.00

English Language Learner Program:		2017-2018 No. FTEs	2017-2018 Salary	2018-2019 No. FTEs	2018-2019 Salary
32					
33	Subtotal:				
34	Fringe Benefits (rate used _____ %)		\$0.00		\$0.00
35	Total English Language Learner Program:		\$0.00		\$0.00
Guidance Services:		2017-2018 No. FTEs	2017-2018 Salary	2018-2019 No. FTEs	2018-2019 Salary
36					
37	Subtotal:				
38	Fringe Benefits (rate used _____ %)		\$0.00		\$0.00
39	Total Guidance Services:		\$0.00		\$0.00
Health Services:		2017-2018 No. FTEs	2017-2018 Salary	2018-2019 No. FTEs	2018-2019 Salary
40					
41	Subtotal:				
42	Fringe Benefits (rate used _____ %)		\$0.00		\$0.00
43	Total Health Services:		\$0.00		\$0.00
Media Services:		2017-2018 No. FTEs	2017-2018 Salary	2018-2019 No. FTEs	2018-2019 Salary
44					
45	Subtotal:				
46	Fringe Benefits (rate used _____ %)		\$0.00		\$0.00
47	Total Media Services:		\$0.00		\$0.00
Fiscal Services:		2017-2018 No. FTEs	2017-2018 Salary	2018-2019 No. FTEs	2018-2019 Salary
48					
49	Subtotal:				
50	Fringe Benefits (rate used _____ %)		\$0.00		\$0.00
51	Total Fiscal Services:		\$0.00		\$0.00
Maintenance and Operation:		2017-2018 No. FTEs	2017-2018 Salary	2018-2019 No. FTEs	2018-2019 Salary
52					
53	Subtotal:				
54	Fringe Benefits (rate used _____ %)		\$0.00		\$0.00
55	Total Maintenance and Operation:		\$0.00		\$0.00
Pupil Transportation:		2017-2018 No. FTEs	2017-2018 Salary	2018-2019 No. FTEs	2018-2019 Salary
56					
57	Subtotal:				
58	Fringe Benefits (rate used _____ %)		\$0.00		\$0.00
59	Total Pupil Transportation:		\$0.00		\$0.00

Food Services:		2017-2018 No. FTEs	2017-2018 Salary	2018-2019 No. FTEs	2018-2019 Salary
60	CNP Stipend	1	\$608.00	1	\$1,759.00
61	Subtotal:		\$608.00		\$1,759.00
62	Fringe Benefits (rate used 28 %)		\$170.24		\$492.52
63	Total Food Services:		\$778.24		\$2,251.52
Data Processing:		2017-2018 No. FTEs	2017-2018 Salary	2018-2019 No. FTEs	2018-2019 Salary
64					
65	Subtotal:				
66	Fringe Benefits (rate used _____ %)		\$0.00		\$0.00
67	Total Data Processing:		\$0.00		\$0.00
Substitute Personnel:		2017-2018 No. FTEs	2017-2018 Salary	2018-2019 No. FTEs	2018-2019 Salary
68	Number of Certified Substitutes 1	1	\$8,833.00	1	\$10,811.00
69	Number of Classified Substitutes				
70	Subtotal:		\$8,833.00		\$10,811.00
71	Certified Fringe Benefits (rate used 28 %)		\$2,473.24		\$3,027.08
72	Classified Fringe Benefits (rate used _____ %)		\$0.00		\$0.00
73	Total Substitute Personnel:		\$11,306.24		\$13,838.08
74	TOTAL EXPENDITURES FOR SALARIES:		\$885,792.79		\$1,109,600.05

**Public Charter School Application
Estimated Budget Template**

REVENUES

State Public Charter School Aid:				<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
Line #	2017-2018				
1	Number of Students	264 X \$6,646.00	State Foundation Funding	\$1,754,544.00	
2	Number of Students	264 X \$26.00	Professional Development	\$6,864.00	
3	Number of Students	25 X \$526.00	NSL Funding: 0-69%	\$13,328.84	
4	Number of Students	_____ X _____	Other: <i>Explain Below</i>	_____	_____
5	Number of Students	_____ X _____	Other: <i>Explain Below</i>	_____	_____
6	Number of Students	_____ X _____	Other: <i>Explain Below</i>	_____	_____
7	Number of Students	_____ X _____	Other: <i>Explain Below</i>	_____	_____
8	Number of Students	_____ X _____	Other: <i>Explain Below</i>	_____	_____
	2018-2019				
9	Number of Students	318 X \$6,646.00	State Foundation Funding		\$2,113,428.00
10	Number of Students	318 X \$26.00	Professional Development		\$8,268.00
11	Number of Students	31 X \$526.00	NSL Funding: 0-70%		\$16,058.78
12	Number of Students	_____ X _____	Other: <i>Explain Below</i>	_____	_____
13	Number of Students	_____ X _____	Other: <i>Explain Below</i>	_____	_____
14	Number of Students	_____ X _____	Other: <i>Explain Below</i>	_____	_____
15	Total State Public Charter School Aid:			\$1,774,736.84	\$2,137,754.78
	Federal Charter School Aid:			<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
16	Title I			_____	_____
17	Special Education			\$25,044.00	\$30,158.00
18	Child Nutrition			\$15,559.00	\$18,745.00
19	Other:			_____	_____
20	Total Federal Charter School Aid:			\$40,603.00	\$48,903.00
	Other Sources of Revenues:			<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
	<small>(MUST UPLOAD DOCUMENTATION VERIFYING ALL AMOUNTS LISTED AS OTHER SOURCES OF REVENUE)</small>				
21	Private Donations or Gifts			_____	_____
22	Special Grants <i>(List the amount)</i>			\$250,000.00	\$250,000.00
23	Other <i>(Specifically Describe)</i>			_____	_____
24	Total Other Sources of Revenues:			\$250,000.00	\$250,000.00
25	TOTAL REVENUES:			\$2,065,339.84	\$2,436,657.78

EXPENDITURES

		<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
	Administration:		
26	Salaries and Benefits	\$190,259.20	\$270,118.09
	Purchased Services (List Vendors Below)		
27	V - AD 1 _____		
28	Supplies and Materials	\$3,258.00	\$3,642.00
29	Equipment	\$18,818.18	\$18,666.67
	Other (List Below)		
30	Professional Development	\$1,647.00	\$1,984.00
31	Travel	\$1,818.18	\$1,666.67
32	Total Administration:	<u>\$215,800.56</u>	<u>\$296,077.43</u>
	Regular Classroom Instruction:		
33	Salaries and Benefits	\$629,713.43	\$769,656.68
	Purchased Services (List Vendors Below)		
34	V - CI 1 Professional Services _____	\$1,000.00	\$1,000.00
35	Supplies and Materials	\$12,672.00	\$15,264.00
36	Equipment	\$8,181.82	\$8,333.33
	Other (List Below)		
37	Curriculum/Textbooks	\$38,016.00	\$45,792.00
38	Reading Materials	\$760.00	\$916.00
39	Professional Development	\$8,211.00	\$9,891.00
40	Travel	\$8,181.82	\$8,333.33
41	Total Regular Classroom Instruction:	<u>\$706,736.07</u>	<u>\$859,186.34</u>
	Special Education:		
42	Salaries and Benefits	\$53,735.68	\$53,735.68
	Purchased Services (List Vendors Below)		
43	V - SE 1 _____		
44	Supplies and Materials		
45	Equipment		
	Other (List Below)		
46	SHARED SERVICES - SPECIAL EDUCATION	\$13,974.00	\$13,974.00
47	Total Special Education:	<u>\$67,709.68</u>	<u>\$67,709.68</u>
	Gifted and Talented Program:		
48	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services (List Vendors Below)		
49	V - GT 1 _____		
50	Supplies and Materials		
51	Equipment		
	Other (List Below)		
52	_____		
53	Total Gifted and Talented Program:	<u>\$0.00</u>	<u>\$0.00</u>

Alternative Education Program/ Alternative Learning Environments:		<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
54	Salaries and Benefits	<u>\$0.00</u>	<u>\$0.00</u>
	Purchased Services (List Vendors Below)		
55	V - ALE 1 _____		
56	Supplies and Materials		
57	Equipment		
	Other (List Below)		
58	_____		
59	Total Alternative Education Program/ Alternative Learning Environments:	<u>\$0.00</u>	<u>\$0.00</u>
English Language Learner Program:		<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
60	Salaries and Benefits	<u>\$0.00</u>	<u>\$0.00</u>
	Purchased Services (List Vendors Below)		
61	V - ELL 1 _____		
62	Supplies and Materials		
63	Equipment		
	Other (List Below)		
64	_____		
65	Total English Language Learner Program:	<u>\$0.00</u>	<u>\$0.00</u>
Guidance Services:		<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
66	Salaries and Benefits	<u>\$0.00</u>	<u>\$0.00</u>
	Purchased Services (List Vendors Below)		
67	V - GS 1 _____		
68	Supplies and Materials		
69	Equipment		
	Other (List Below)		
70	_____		
71	Total Guidance Services:	<u>\$0.00</u>	<u>\$0.00</u>
Health Services:		<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
72	Salaries and Benefits	<u>\$0.00</u>	<u>\$0.00</u>
	Purchased Services (List Vendors Below)		
73	V - HS 1 _____		
74	Supplies and Materials		
75	Equipment		
	Other (List Below)		
76	_____		
77	Total Health Services:	<u>\$0.00</u>	<u>\$0.00</u>

Media Services:		<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
78	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services (List Vendors Below)		
79	V - MS 1 _____		
80	Supplies and Materials		
81	Equipment		
	Other (List Below)		
82	Marketing Services	\$5,000.00	\$5,000.00
83	Advertising	\$2,000.00	\$2,000.00
84	Total Media Services:	\$7,000.00	\$7,000.00

Fiscal Services:		<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
85	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services (List Vendors Below)		
86	V - FS 1 Audit - Complete Consulting	\$15,000.00	\$15,000.00
87	Supplies and Materials		
88	Equipment		
	Other (List Below)		
89	_____		
90	Total Fiscal Services:	\$15,000.00	\$15,000.00

Maintenance and Operation:		<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
91	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services (List Vendors Below)		
	INCLUDE UTILITIES		
92	V - MO 1 Water/Sewer	\$2,259.00	\$3,501.45
93	V - MO 2 Disposal/Sanitation	\$3,456.00	\$5,356.80
94	V - MO 3 Janitorial - Superior Sanitation	\$15,000.00	\$23,250.00
95	V - MO 4 Natural Gas	\$3,300.00	\$5,115.00
96	V - MO 5 Electricity	\$8,987.00	\$13,929.85
97	V - MO 6 Contracted Maint. & Repair - Building Repair	\$28,800.00	\$28,800.00
98	V - MO 7 Contracted Maint. & Repair - Miscellaneous	\$1,000.00	\$1,000.00
99	V - MO 8 Equipment Rental	\$780.00	\$780.00
100	Supplies and Materials	\$6,000.00	\$6,000.00
101	Equipment		
	Other (List Below)		
102	_____		
103	Total Maintenance and Operation:	\$69,582.00	\$87,733.10

Pupil Transportation:		<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
104	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services (List Vendors Below)		
105	V - PT 1 _____		
106	Supplies and Materials		
107	Equipment		
	Other (List Below)		
108	_____		
109	Total Pupil Transportation:	\$0.00	\$0.00

Food Services:		<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
110	Salaries and Benefits	\$778.24	\$2,251.52
	Purchased Services (List Vendors Below)		
111	V - FD 1 _____		
112	Supplies and Materials	\$12,550.79	\$13,807.00
113	Equipment		
	Other (List Below)		
114	_____		
115	Total Food Services:	\$13,329.03	\$16,058.52
Data Processing:		<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
116	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services (List Vendors Below)		
117	V - DP 1 Internet	\$9,000.00	\$9,000.00
118	V - DP 2 Telephone	\$7,000.00	\$7,000.00
119	Supplies and Materials		
120	Equipment		
	Other (List Below)		
121	Consulting Fee	\$2,821.00	\$3,216.00
122	Total Data Processing:	\$18,821.00	\$19,216.00
Substitute Personnel:		<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
123	Salaries and Benefits	\$11,306.24	\$13,838.08
	Purchased Services (List Vendors Below)		
124	V - SB 1 _____		
125	Total Substitute Personnel:	\$11,306.24	\$13,838.08
Facilities:		<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
126	Lease/Purchase Contract for One Full Year	\$290,004.00	\$290,004.00
	Facility Upgrades (List Upgrades Below)		
127	_____		
128	Property Insurance for One Full Year	\$3,200.00	\$3,200.00
129	Content Insurance for One Full Year		
130	Total Facilities:	\$293,204.00	\$293,204.00
Debt Expenditures:		<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
	List Debts Below		
131	_____		
132	Total Debt Expenditures:		
Other Expenditures:		<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
	List Other Expenditures Below		
133	Dues	\$950.00	\$950.00
134	Miscellaneous Operating Costs	\$4,000.00	\$4,000.00
135	Charter Management Organization Administration Fee	\$266,464.00	\$320,968.00
136	Total Other Expenditures:	\$271,414.00	\$325,918.00

137 **TOTAL EXPENDITURES:**

\$1,689,902.58

\$2,000,941.15

138 **NET REVENUE OVER EXPENDITURES:**

\$375,437.26

\$435,716.63

Lockesburg STEM Academy

Sponsoring Entity: JBH Collegiate Academy Public Charter School

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

Grade Levels: K-8

Grade Levels and Enrollment Cap:

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

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

Mission Statement:

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

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

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

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

DeQueen School District

76.14% free and reduced-price lunch (2015-2016)
Achieving (ESEA 2015) –Literacy and Mathematics
Needs Improvement (ESEA 2015) - Graduation Rate

Documentation Provided in Support of the Charter

Letters of Support Included with the Response Document

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

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

C5: ACADEMIC ACHIEVEMENT GOALS

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

C7: EDUCATIONAL PROGRAM

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

C14:STAFFING PLAN AND C15:BUSINESS AND BUDGETING PLAN

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

Arkansas Department of Education
Open-Enrollment Public Charter School
2016 Application

SCORING RUBRIC

PART A GENERAL INFORMATION

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

Eligible Entity Status:

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

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

PRE-APPLICATION MATERIALS

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

Evaluation Criteria:

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

Fully Responsive

PART B EXECUTIVE SUMMARY

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

Evaluation Criteria:

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

Fully Responsive

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

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

PART C NARRATIVE DESCRIPTION OF THE PROPOSED CHARTER

C1: PUBLIC HEARING RESULTS

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

Evaluation Criteria:

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

Fully Responsive

C2: GOVERNING STRUCTURE

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

Evaluation Criteria:

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

Fully Responsive

C3: MISSION STATEMENT

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

Evaluation Criteria:

- A mission statement that is clear and succinct

Fully Responsive

C4: EDUCATIONAL NEED

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

Evaluation Criteria:

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

Fully Responsive

C5: ACADEMIC ACHIEVEMENT GOALS

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

Evaluation Criteria:

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

Partially Responsive

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

Applicant Response:

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

C6: SCHEDULE OF COURSES OFFERED

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

Evaluation Criteria:

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

Fully Responsive

Concerns and Additional Questions:

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

any blended courses or replace those with approved courses.

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

Applicant Response:

GRADE(S): K-5

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

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

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

C7: EDUCATIONAL PROGRAM

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

Evaluation Criteria:

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

Fully Responsive

Concerns and Additional Questions: Provide a timeline and plan for reaching 1:1 computer access. Explain how this plan will be afforded.

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

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

C8: CURRICULUM ALIGNMENT

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

Evaluation Criteria:

- Evidence that the applicant has a process to ensure all curriculum materials , used in the educational program, align with the Arkansas Department of Education’s curriculum frameworks and the state standards

Fully Responsive

Concerns and Additional Questions:

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

Applicant Response:

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

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

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

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

C9: STUDENT SERVICES

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

Evaluation Criteria:

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

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

Partially Responsive

Concerns and Additional Questions:

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

Applicant Response:

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

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

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

Remaining Concerns:

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

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

C10: GEOGRAPHICAL SERVICE AREA

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

Evaluation Criteria:

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

Fully Responsive

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

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

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

C11: ANNUAL PROGRESS REPORTS

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

Evaluation Criteria:

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

Fully Responsive

Partially Responsive

Not Responsive

C12: ENROLLMENT CRITERIA AND PROCEDURES

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

Evaluation Criteria:

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

Fully Responsive

Partially Responsive

Not Responsive

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

C13: PRIOR CHARTER INVOLVEMENT

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

Evaluation Criteria:

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

Fully Responsive

Partially Responsive

Not Responsive

C14: STAFFING PLAN

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

Evaluation Criteria:

- A job description for the school director and other key personnel, including but not limited to an operations director, board members, teachers, etc.;
- An outline of the professional qualifications required for administrators, teachers, counselors, etc.;
- A staffing plan that clearly outlines both the types and numbers of positions to be filled at the school and salary scales for such positions; and
- The staffing plan presented in this section matches the staff members noted in the budget

Fully Responsive

Partially Responsive

Not Responsive

C15: BUSINESS AND BUDGETING PLAN

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

Evaluation Criteria:

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

Fully Responsive

Partially Responsive

Not Responsive

C16: FINANCIAL AND PROGRAMMATIC AUDIT PLAN

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

Evaluation Criteria:

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

Fully Responsive

Partially Responsive

Not Responsive

C17: ARKANSAS PUBLIC SCHOOL COMPUTER NETWORK ASSURANCES

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

Evaluation Criteria:

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

Fully Responsive

Not Responsive

C18: FACILITIES

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

Evaluation Criteria:

- An identified facility appropriate to meet the needs of the school over the term of its charter;
- A realistic plan for remodeling or adapting a facility, if necessary, to ensure that it is appropriate and adequate for the school’s program, the school’s targeted population, and the public;
- Evidence that the school understands the costs of securing and improving a facility and has access to the necessary resources to fund the facility plan; and
- A sound plan for continued operation, maintenance, and repair of the facility

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

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

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

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

Fully Responsive

Partially Responsive

Not Responsive

C19: CONFLICTS OF INTEREST

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

Evaluation Criteria:

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

Fully Responsive

Partially Responsive

Not Responsive

C20: FOOD SERVICES

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

Evaluation Criteria:

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

Fully Responsive

Partially Responsive

Not Responsive

C21: PARENTAL INVOLVEMENT

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

Evaluation Criteria:

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

Fully Responsive

Partially Responsive

Not Responsive

C22: SUSTAINABILITY OF THE PROGRAM

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

Evaluation Criteria:

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

Fully Responsive

Partially Responsive

Not Responsive

C23: DESEGREGATION ASSURANCES

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

Evaluation Criteria:

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

See Legal Comments

C24: WAIVERS

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

Evaluation Criteria:

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

See Legal Comments

Locksburg STEM Academy

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

Green=Waivers previously granted, no remaining issues

Information provided by Applicant is in italics.

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

1. Alternative Learning Environment

Ark. Code Ann. § 6-15-1005(b)(5)

Ark. Code Ann. § 6-18-503(a)(1)(C)(i)

Ark. Code Ann. § 6-48-101 et seq.

Section 19.03 of the Standards of Accreditation

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

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

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

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

Remaining Legal Issues: None

2. Library Media Specialist

Ark. Code Ann. §§ 6-25-103 and -104

Ark. Code Ann. § 6-17-1701 et seq.

Section 16.02.3 of the Standards of Accreditation

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

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

Locksburg STEM Academy

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

Green=Waivers previously granted, no remaining issues

Information provided by Applicant is in italics.

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

Remaining Legal Issues: None

3. Gifted and Talented

Ark. Code Ann. § 6-42-101 et seq.

Ark. Code Ann. § 6-20-22089(c)(6)

Section 18.0 of the Standards of Accreditation

ADE Rules Governing Gifted and Talented Program Approval Standards

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

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

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

Remaining Legal Issues: None

4. School Year/Mandatory Attendance

Ark. Code Ann. § 6-16-102

Ark. Code Ann. § 6-18-211

Locksburg STEM Academy

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

Green=Waivers previously granted, no remaining issues

Information provided by Applicant is in italics.

Ark. Code Ann. § 6-18-213(a)(2)

Sections 10.01.4 and 14.03 of the Standards of Accreditation

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

No rationale provided.

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

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

Remaining Legal Issues: None

5. Superintendent/Principal Licensure

Ark. Code Ann. § 6-13-109

Ark. Code Ann. § 6-17-427

Ark. Code Ann. § 6-17-302

Ark. Code Ann. § 6-17-309

Section 15.01 of the Standards of Accreditation

ADE Rules Governing the Superintendent Mentoring Program

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

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

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

Locksburg STEM Academy

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

Green=Waivers previously granted, no remaining issues

Information provided by Applicant is in italics.

Remaining Legal Issues: None

6. School Boards

Ark. Code Ann. § 6-13-608

Ark. Code Ann. § 6-13-611(b) and (c)

Ark. Code Ann. § 6-13-612(c)

Ark. Code Ann. § 6-13-613

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

Ark. Code Ann. § 6-13-620(5)(A)

Ark. Code Ann. § 6-13-630

Ark. Code Ann. § 6-13-631

Ark. Code Ann. § 6-13-1301 et seq.

Ark. Code Ann. § 6-14-101 et seq.

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

Legal Comments: None

Remaining Legal Issues: None

Desegregation Analysis: Fully Responsive



MEMO

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

I. INTRODUCTION

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

II. STATUTORY REQUIREMENTS

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

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

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

IV. ANALYSIS FROM THE DEPARTMENT

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

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

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

“Desegregation” is the process by which a school district eliminates, to the extent practicable, the lingering negative effects or “vestiges” of prior *de jure* (caused by official action) racial discrimination. The ADE is aware of desegregation orders affecting LRSD, PCSSD, and the North Little Rock School District (NLRSD). *Little Rock School District, et al. v. Pulaski County Special School District, et al.*, Case No. 4:82-cv-00866-DPM (E.D. Ark.). The goal of a desegregation case with regard to assignment of students to schools is to “achieve a system of determining admission to the public schools on a non-racial basis.” *Pasadena City Board of Education v. Spangler*, 427 U.S. 424, 435 (1976) (quoting *Brown v. Board of Education*, 349 U.S. 294, 300-301 (1955)).

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

V. CONCLUSION

As stated above, Arkansas law does not allow the authorizer to approve any public charter school that “hampers, delays, or in any manner negatively affects the desegregation efforts” of a public school district. Ark. Code Ann. § 6-23-106(c). It is difficult to conclude, from data currently available, that the proposed charter school is motivated by an impermissible intent to segregate schools, or that approval would hamper, delay or negatively affect any applicable desegregation efforts of any affected school district. However, the authorizer should carefully examine the proposed charter school application in an attempt to determine whether there are legitimate, non-racially motivated reasons for the charter school’s existence.

Applicant Response:

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

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

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

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

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



ARKANSAS DEPARTMENT OF EDUCATION

2016 Application Open-Enrollment Public Charter School

Deadline for Receipt of Submission: Thursday, April 28, 2016, 4:00 p.m.
Applications will not be accepted after this time.



Name of Proposed Charter School:

Lockesburg STEM Academy

Any application that is substantially incomplete will not be forwarded to the authorizer for consideration. An application will be considered substantially incomplete if it does not provide enough information to enable staff at the Arkansas Department of Education to provide a meaningful review.

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

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

A. GENERAL INFORMATION

Name of Proposed Charter School: Lockesburg STEM Academy

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

Name of Sponsoring Entity: JBH Collegiate Academy Public Charter School

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

The applicant is an "eligible entity" under the following category (check one):

- a public institution of higher education;
- a private nonsectarian institution of higher education;
- a governmental entity; or
- an organization that is nonsectarian in its programs and operations, and is, or will be, exempt from taxation under Section 501(c)(3) of the Internal Revenue Code. (A copy of the entity's letter from the IRS reflecting tax exempt status or a copy of the entity's application for 501(c)(3) status must be included with the application. Articles of incorporation or a letter acknowledging non-profit status from the Secretary of State will not suffice.) To be eligible, an entity must hold or have applied for 501(c)(3) status at the time this charter application is filed. The entity must receive formal tax exempt status under §501(c)(3) of the Internal Revenue Code of 1986 prior to the first day of its operation with students.

Non-profit entities without the required Internal Revenue Service documentation are not eligible to be awarded charters; therefore, any applications submitted without documentation showing that 501(c)(3) status has been applied for or received will not be reviewed.

Name of Contact Person: Michelle L Burgess

Address 503 Deer Run Court City: Suffolk

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

Email: jbh.academy@yahoo.com

Charter Site

Address: TBD City: Lockesburg

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

Chief Operating Officer

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

Address: 503 Deer Run Court City: Suffolk

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

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

Provide a comprehensive list of all individuals, including but not limited to entity board members and charter school board members, involved in the organization and design of the proposed school as well as the proposed application process. Please note that Ark. Code Ann. §6-24-105 prohibits charter school board members from contracting with or being employed by the charter school except in certain limited circumstances.

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

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

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

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

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

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

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

Name: _____ Position: _____ State of Residence: _____

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

2431 (Total District Enrollment)

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

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

B. EXECUTIVE SUMMARY

Provide the mission statement of the proposed school.

Applicant Response:

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

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

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

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

Applicant Response:

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

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

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

C. NARRATIVE DESCRIPTION OF THE PROPOSED CHARTER SCHOOL

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

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

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

Applicant Response:

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

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

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

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

- A. The notice of the public hearing was published on a weekly basis for at least three (3) consecutive weeks prior to the date of the hearing in a newspaper having general circulation in the school district in which the school will likely be located.
 - B. The notice of the public hearing was not published in the classified or legal notice section of the newspaper.
 - C. *The last publication date of the notice was no less than seven days prior to the public meeting.***
 - D. Within seven calendar days following the first publication of the notice of the public hearing, emails announcing the public hearing were sent to the superintendent of each of the school districts from which the open- enrollment public charter school is likely to draw students for the purpose of enrollment and the superintendent of any district that is contiguous to the district in which the open-enrollment public charter school will be located.
2. Describe the governing structure of the open-enrollment charter school, including board composition, selection process, and responsibilities. Also describe the role of the administrators, faculty, parents, students, and community members in the leadership and decision-making of the school. As part of your response, answer the following specific questions:
- A. Identify what individual, job position(s), or entity(s) will have final decision-making authority for the school in the areas of (1) finance and purchasing; (2) student discipline; (3) hiring and firing of staff; and (4) hiring and firing of the school director or superintendent.
 - B. Specify how the final decision-maker(s) identified in response to (A)(3) will be selected or elected, including (1) length of term, (2) method of selection or election, and (3) who will have the authority to participate in the selection or election process.
 - C. Explain how and to what extent the school's leadership will be accountable to parents.

Applicant Response:

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

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

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

Composition of the Board of Trustees

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

Board member selection

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

Roles and Responsibilities

The roles and responsibilities of the Board of Directors include:

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

Administrator

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

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

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

Faculty

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

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

Students

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

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

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

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

Parents and Families

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

Community members in leadership and decision making

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

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

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

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

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

Member Term Length

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

Member Selection

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

Leadership accountable to parents

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

Relationship between Board of School and Board of the Sponsoring Entity

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

Role Distinctions between Board and School Administration

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

Ex-Officio Board Members

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

Job Description for the Board of Directors Chairperson

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

S/he will:

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

Policy Development and Decision Making

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

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

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

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

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

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

community, nonprofit, business, and local government, she has designed and implemented many successful educational, social, health, and community outreach programs for thousands of low-income, under-served, diverse, and at-risk children, youth, adults, and families.

Alice brings effective community collaboration and capacity-building experience that result in stronger programs and aligned resources to better serve students and families of any community. She is especially effective in partnering with parents and families, and at increasing parent participation and family engagement in their child's learning.

Alice has her Administrative and Principal Credentials from the University of Puget Sound, Masters of Education in Reading from Seattle Pacific University, and Bachelors in Elementary Education from Anderson College. She has presented at many local, state, regional, and national conferences and is a member of several professional associations. She is an extensive traveler having been to Kenya, Tanzania, Sweden, France, Belgium, the Netherlands, Luxembourg, Germany, Czechoslovakia, Austria, Italy, Switzerland, Monaco, Micronesia, Canada, Mexico, and all U.S. states.

Lisa Coffey has over twelve years of experience in the public and private education sectors writing and managing grants/proposals, analyzing and developing policies and procedures, project management, budget management, organizational development, and designing compliance frameworks and monitoring systems. Ms. Coffey has effectively managed grants and budgets ranging from \$10M to more than \$700M, developed and increased performance and efficiency of teams at local, district, and state levels, and wrote and amended statewide policies, practices, statutes, and rules. Ms. Coffey effectively communicated state- and district-level policies through written communications, presentations, and program-related collateral and developed and implemented change-based policies and programs at district and state levels that significantly increased services to students and teachers. Ms. Coffey also developed and implemented statewide technical assistance guidance, constructed new programs for budget management and performance management, and developed and implemented on-line systems to streamline program management and compliance. Finally, Ms. Coffey has written winning proposals/grants for both the public and private sectors.

Megan Hill CEO of Professional Grant Writers, a team of talented nonprofit professionals working to ensure nonprofits can raise the funds they need to help those in need. These organizations have included food banks, homeless shelters, after school programs, and international programs dedicated to improving conditions in the developing world. Our growing list of grant writing clients includes Surgical Eye Expeditions International, The Scleroderma Foundation, St. Bernard Parish Hospital, The Ellie Fund, Second Harvest Food Bank of Greater New Orleans and Acadiana, ProjectExplorer.org, Best Foot Forward, The International Education Exchange, Lake Charles Memorial Hospital, and Hope House of Central LA. Mrs. Hill manages a team of grant writers, working for nonprofits across the U.S. Clients hire her for a la carte grant services such as prospect research and writing individual grants, or for long-term contracts covering all aspects of grant writing. Mrs. Hill also provide coaching sessions to mentor grant writers as they strike out on their own and start their own businesses.

3. Give the mission statement for the proposed charter school.

Applicant Response:

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

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

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

4. Describe the educational need for the school by responding to the following prompts.

Complete the following charts to include the most recent literacy and mathematics performance assessment data and graduation rates available for the district in which the charter would be located and the schools closest to the proposed charter.

DISTRICT DATA - DISTRICT IN WHICH THE CHARTER WOULD BE LOCATED			
District Name	Sevier County Lockesburg		
District Status	Closed		
	LITERACY ESEA Report Percentage Achieving or Advanced	MATH ESEA Report Percentage Achieving or Advanced	Graduation Rate Report Card Percent Graduated
All Students (Combined)	0	0	0
Targeted Achievement Gap Group	0	0	0
African American	0	0	0
Hispanic	0	0	0
White/Caucasian	0	0	0
Economically Disadvantaged	0	0	0
English Language Learners/ Limited English Proficient	0	0	0
Students with Disabilities	0	0	0

CAMPUS DATA - ELEMENTARY SCHOOL CLOSEST TO THE PROPOSED CHARTER LOCATION		
District Name	Sevier County School District	
Campus Name	DeQueen Elementary	
Grade Levels	3-5	
Campus Status	Needs Improvement	
	LITERACY ESEA Report Percentage Achieving or Advanced	MATH ESEA Report Percentage Achieving or Advanced
All Students (Combined)	31.52	28.18
Targeted Achievement Gap Group	29.35	25.08
African American	n<10	n<10
Hispanic	30.29	24.79
White/Caucasian	35.24	37.14
Economically Disadvantaged	29.15	25.00
English Language Learners/ Limited English Proficient	24.47	21.81
Students with Disabilities	12.50	16.67

CAMPUS DATA - MIDDLE SCHOOL CLOSEST TO THE PROPOSED CHARTER LOCATION		
District Name	Sevier County School District	
Campus Name	DeQueen Middle School	
Grade Levels	6-7	
Campus Status	Need Improvement	
	LITERACY ESEA Report Percentage Achieving or Advanced	MATH ESEA Report Percentage Achieving or Advanced
All Students (Combined)	35.25	37.26
Targeted Achievement Gap Group	30.81	34.36
African American	31.25	12.50
Hispanic	31.37	37.91
White/Caucasian	44.79	40.49
Economically Disadvantaged	31.17	34.66
English Language Learners/ Limited English Proficient	29.97	35.89
Students with Disabilities	22.50	20.00

CAMPUS DATA - HIGH SCHOOL CLOSEST TO THE PROPOSED CHARTER LOCATION			
District Name	Sevier County School District		
Campus Name	DeQueen High School		
Grade Levels	10-12		
Campus Status	Need Improvement		
	LITERACY ESEA Report Percentage Achieving or Advanced	MATH ESEA Report Percentage Achieving or Advanced	Graduation Rate Report Card Percent Graduated
All Students (Combined)	29.30	7.46	92.22
Targeted Achievement Gap Group	22.69	6.78	91.38
African American	n<10	n<10	80.00
Hispanic	23.71	4.44	93.62
White/Caucasian	44.90	16.67	91.94
Economically Disadvantaged	22.61	6.25	92.31
English Language Learners/ Limited English Proficient	8.33	3.39	96.30
Students with Disabilities	n<10	n<10	85.71

Explain the educational need for the charter in light of the academic performance by the district in which the charter would be located and at the schools closest to the charter and other significant factors. Be certain to include the source for information presented.

Applicant Response:

From a broader perspective, the United States has entered into a significant national decline in the number of college graduates with STEM degrees. This downward trend is an issue of national importance as it affects the country's capacity to maintain a technological lead in critical skills and disciplines related to STEM. The ability to compete in the increasingly internationalized stage will be hindered without college graduates with the ability to understand and invent cutting edge technologies in the decades to come. Foundational skills to succeed in STEM fields must be built in early grades. Among the most essential skills are mathematics and science skills. Indeed, a strong mathematics and science foundation is critical to success in college regardless of the field attained. Further, as we move towards a more technology-based and globalized world, the importance of mathematics and science for functioning in the society effectively is indisputable.

The region surrounding Lockesburg, Arkansas is diverse with respect to both demographic and student profiles. We submit that the charter for the proposed school is absolutely essential in order to provide the requisite support to establish a framework from which this unique charter school may come into existence. Moreover, the charter is necessary to enable the proposed school to actualize its innovative program to address two of the major forces currently at play in the district: student performance and the ability to graduate from high school prepared for college and/or career.

The school's founder also submit that the unique instructional model of the proposed school, with its concomitant emphasis on personalized learning, leadership development, and building a strong foundation particularly for kindergarten to middle school students in math, problem-solving, critical thinking, science, and technology, is not available to students in the surrounding district and thus will serve as an unprecedented opportunity for the students in the district.

There are 2, 43 students enrolled in DeQueen Public Schools and like the other nearby schools, many of the students are members of the minority population. There is 76.80% of the overall student body living in poverty and under-served. Enrollment for Elementary grades 3-5 total 535 students. Minority enrollment is 74% of the

students body (majority Hispanic) which is more than state average of 37%. Asian 2%, Black 3%, White 26%, Hispanic 68%, Two or more races 1%, with 72% of students on free lunch and 6% reduced. Middle school has 376 students grades 6-7. The minority enrollment is 100% of the student body (majority American Indian and Asian) which is more than that of state average of 37%, with 67% on free lunch and 8% reduced. Primary grades K-2, 612 students minority enrollment is 71% of the student body (majority Hispanic). American Indian 1%, Hispanic 64%, Black 4%, White 29%, and two or more races 2%. There are 78% of students on free lunch and 5% on reduced lunch. Junior High grades 8-9 total students 339. The minority enrollment is 69% of the student body (majority Hispanic) which is more than that of state average of 37%. American Indian 2%, Hispanic 63%, Black 4%, White 31%, 62% free lunch and 8% reduced. High school 10-12 total of students 487. The minority enrollment is 100% of the students body (majority American Indian and Asian). There are 57% of students on free lunch and 10% reduced. (www.publicschoolreview.com/dequeen)

County area surrounding Lockesburg, AR. However, it will be an Open Enrollment Charter School, and scholars may enroll from other districts. In Sevier County where the school will be located, several areas have been left behind both economically and educationally. Currently, the Lockesburg neighborhoods are the most neglected part of the county with poverty and low academic achievement for economically disadvantage scholars.

The area of Lockesburg, AR with the most need is within the zip code 71846. This zip code has 18.6% of residents living below the poverty level and residents with income below 50% poverty level is 12.0%. Furthermore, for the population twenty-five years and over in Lockesburg there were 77.87% high school or higher, 7.5% with a bachelor's degree or higher, 2.4% graduate or professional degree, 4.2% unemployed and a travel of 20 miles or more to work.

Other areas of need in Sevier County are included in the 71832, 71833, 71841, 71842, 71836, Howard County 71851, Hempstead 71852 and 71859, Little River County 71822. Most of these districts have been closed or forced to consolidate with other districts.

In zip code 71832, residents living in poverty in 2013: 34.3%, 25.5% for White Non-Hispanic residents, 6.5% for African American residents, 68.5% Hispanics or Latino residents, 57.0% for American Indian residents, 39.3% for other race residents, 37.1% for two or more races residents. For the twenty-five years and over in DeQueen, 54.1% high school or higher, 6.2% bachelor's or higher, 0.8% graduate or professional degree, 5.5% unemployed and 17.7 minute work commute.

A compounding factor in the demise of these neighborhoods is the current or impending closure and consolidation of school campuses. Lockesburg STEM Academy will be located in this area to provide a free public school choice. LSA will introduce STEM and Liberal Arts with the existing curriculum and provide residents and students of that area with a viable educational option that will enhance the academic performance of their children and prepare them for college.

The analysis of the educational need in this area is based on college readiness, achievement gap, lack of school choice, student performance, and poverty.

If the performance of students at schools and or/districts not noted in the previous charts demonstrate the need for the charter, provide the student performance data and its source and explain.

Applicant Response:

In addition to supporting students in each school district, LSA will also meet the needs of students and families district-wide, bringing new courses, particularly college-level and career/technology electives, to students who previously lacked access to these courses. A high-quality educational school leverages excellent teachers and

curriculum to meet the needs of students who need this option.

LSA will utilize small class sizes and a learning management system to deliver the instruction to the student at the right time, aligning with the mission of the school. The smaller initial student enrollment and especially the smaller number of grades will enable LSA's educators to implement the technology and tailor instruction to the individual needs of the students to help model the next cohort of young LSA learners. The LSA early emphasis on rigorous academics better suit a smaller school.

The purposes of the school, is to improve student learning and encourage the use of different and innovative teaching methods, will be more easily assimilated by staff, administrators, and parents if the focus can stay in the academic area, despite the need for necessary attention to the business of running the new institution.

Sevier county or its surrounding areas has no charter schools to serve students that have been under-served. The board of LSA believes that a new innovative school in Sevier county, with small classes and with the reputation of high quality that charter schools bring, will draw parents to the school to not only meet the enrollment goal, but will exceed it....

LSA will bring opportunities that are not being offered in certain districts for students to access. Such as:

- Advanced Placement (AP) courses, including several in STEM subjects such as calculus, statistics, computer science, biology, and environmental science
- Foreign languages, including courses that many Arkansas students are not typically offered, such as Chinese, Mandarin, Japanese, German, French, and American Sign Language
- Technology courses such as Emergent Computer Technology, Engineering Design, and Game Design
- Career/Technical courses that allow students to explore future career interests in business, law, criminal justice, medicine, management, and marketing

Describe the innovations that will distinguish the charter from other schools. The term "innovation" should be interpreted to mean "innovative teaching methods." The applicant may list as few or as many innovative teaching methods as they deem appropriate for their proposed charter.

Applicant Response:

In order to ensure success for each student, the staff at LSA must use multiple means of reaching students -- relying first on students' identified learning preferences and cultural styles, and gradually stretching each student to be able to adapt to a variety of teaching styles that might present themselves in post-secondary education and/or job training.

The methods that will be utilized are listed below.

- differentiated instruction,
- inquiry-based learning,
- technologically-based learning
- theme and project-based learning,
- mentored study by teachers, community members, and/or other students, and
- community based learning.

The following activities are examples of innovative practices that will be utilized at LSA that reflect the school's relentless focus on student academic growth and achievement:

- All students will be assigned to a Core Group Advisor and Core Group. The Advisor will act as a daily check in and will track student progress of his/her advisees to ensure that all advisees are on track for academic success.
- The school will maintain low student-staff ratios to ensure that all students are known and that their learning needs are met with tailored instruction.
- All students will attend daily Achievement Center, where they will have access to homework help and

tutoring.

- All students will be part of a team that creates and oversees each student's Individual Education Plan. Because the plans are unique to each student, they articulate personal academic goals and the ways in which those goals will be met. Frequent review of IEPs will permit teachers and students to adjust instruction, curriculum or other learning processes to achieve success.
- Teachers will work according to the principles of Universal Design for Learning (UDL), which aims to tailor teaching and assessment to students' learning styles, cultures, interests and strengths. Utilizing UDL "provides flexibility in the ways information is presented, in the ways students respond or demonstrate knowledge and skills, and in the ways students are engaged"
- Family members will have access to their children's current academic status on a daily basis, will have opportunities to conference with their children and their teachers, and will be able to attend presentations and workshops that increase their skills and confidence in supporting their children through homework monitoring and other interventions.
- All students will be integrated into leadership and service activities, giving them equal access to roles that can increase self-esteem and sense of belonging to the school community.

LSA will utilize a hybrid instructional approach in order to take advantage of technological advancements and provide a school experience more in line with how the world of work provides education and professional development. In a traditional school setting we typically think of a teacher standing in front of the class lecturing, and students sitting at desks taking notes and completing assignments. Students typically all move through the curriculum at the same pace and on the same time line. This form of education is traditional, going back to the 19th century and quite frankly has become antiquated. Current and emerging technologies are opening up new options and opportunities for learning that is individualized while attending to group work. One option, now available because of current information technologies, is "flipping the classroom". This concept is occurring in higher education and is also making its way into K-12 education.

Flipping is an instructional model in which students view the lecture components of the class at home, then work with the teacher in class on projects and what previously would have been called homework. In other words the advanced levels of Bloom's taxonomy become the focus of teacher directed instruction rather than the lower levels.

The Innovation Instructional model will "flip" the classroom even more by creating an enhanced role for parents in the education of their children. Instruction will occur online at home and in the classroom at the Lockesburg STEM Academy campus.

The innovation model will utilize an online learning system such as the PLATO Learning systems for the online portion of the curriculum. We have reviewed a number of online curriculum providers, and have found PLATO to be superior to others because it meets several critical needs. PLATO is dynamic in that it allows students to move at their own pace across multiple curricular areas. It also allows for significant customization within the curriculum framework. The content developers have assembled a large library of content, but PLATO recognizes that each implementation will have its own needs. This will allow us to not only ensure that all of the content is consistent with state standards, but it will allow us to ensure that the content also aligns to the face-to-face project curricula.

5. On the following table, list the specific measurable goals in reading, English, and mathematics, based on the state mandated assessments, and any other assessment tools if used, for improving student academic achievement for each year of the public charter school's initial five-year period. For each goal, include the following:
 - The tool to be used to measure the academic performance;
 - The level of performance that will demonstrate success; and
 - The timeframe for the achievement of the goal.

GOAL	Assessment Instrument for Measuring Performance	Performance Level that Demonstrates Achievement	When Attainment of the Goal Will Be Assessed
Students will demonstrate strong English Language Arts and literacy skills as indicated by the Developmental Reading Assessment (DRA) and state assessments in Reading.	Developmental Reading Assessment (DRA) DRA three times a year to ensure adequate progress toward annual goals. Achievement Network ELA Assessment (ANET) PARCC	70% of reading students result in passing scores or in improvement from the lowest score level or range of scores to the next higher level or range of scores	Fall, Winter, Spring
(Mathematics) students will demonstrate a solid foundation in mathematics concepts, computations, and problem-solving.	Group Mathematics Assessment and Diagnostic Evaluation (GMADE) Achievement Network Mathematics Assessment (ANET)	70% of reading students result in passing scores or in improvement from the lowest score level or range of scores to the next higher level or range of scores	Fall, Winter, Spring
(Arts) Students will actively engage and advance in visual and performing arts	IMYC Assessment for Learning (music) Portfolio assessments Performance-based assessments	70% of reading students result in passing scores or in improvement from the lowest score level or range of scores to the next higher level or range of scores	Ongoing
(Global Languages) Students will demonstrate proficiency in Global Language acquisition.	National Spanish Examination (NSE) AVANT Standards-based Measurement of Proficiency (STAMP) (Mandarin) Formative curriculum-based benchmark assessments developed from content standards	70% of reading students result in passing scores or in improvement from the lowest score level or range of scores to the next higher level or range of scores	Spring, Ongoing
(International Understanding) Students will demonstrate international awareness and understanding as evidenced by IMYC's assessment for learning rubric.	IMYC's Assessment for Learning (AFL) tracking tool.	70% of reading students result in passing scores or in improvement from the lowest score level or range of scores to the next higher level or range of scores	Ongoing

GOAL	Assessment Instrument for Measuring Performance	Performance Level that Demonstrates Achievement	When Attainment of the Goal Will Be Assessed
ELL Students	<p>WIDA Access Placement Test (W-APT), English language proficiency screener to students identified as English Language Learners through the Home Language Survey. The W-APT assesses oral, writing and reading ability in English.</p> <p>Assessing Comprehension and Communication in English State-to-State (ACCESS), given at the end of the school year. The ACCESS test measures student abilities in reading, writing and oral language as well. The assessment results determine whether or not the student continues to need ELL services.</p>	<p>70% of reading students result in passing scores or in improvement from the lowest score level or range of scores to the next higher level or range of scores</p>	<p>Fall, Spring</p>
Special Education	<p>QRI (Qualitative Reading Inventory) in addition to above mentioned ELA assessments; an individual assessment that provides a deeper understanding of a student's reading ability.</p> <p>PARCC Alternate Assessment for students who cannot participate in PARCC Assessments</p>	<p>70% of reading students result in passing scores or in improvement from the lowest score level or range of scores to the next higher level or range of scores</p>	<p>Ongoing (at least five times a year) Spring</p>

Explain how the attainment of the goals will demonstrate that the charter is meeting the identified educational need for the school and fulfilling its mission.

Applicant Response:

LSA will have specific, measurable, and attainable objectives for success based upon the academic progress of its students and the school's performance on several academic measures.

LSA seeks to emphasize personalized learning and increasing access to globally competitive education for students who enter school with challenges and who are frequently under-performing. The school also seeks to ensure that students have successful early experiences with math, science, and liberal arts, thus encouraging confidence in the areas that are needed to pursue careers in STEM fields. The school will utilize an assessment system that will support students and provide students, families, and staff with the information they need to meet

high academic standards and make continuous improvement.

The Academy will monitor student and school data to ensure that any students who are falling behind and/or at risk of dropping out receive additional supports.

Accountability for high student achievement is a core goal of LSA. Teachers, staff, and administrators will collect and review student performance data on an ongoing basis. Cumulative student and school-wide performance data, such as standardized test scores and student highlights, will be disseminated annually to all stakeholders (the Board will receive quarterly updates during Board meetings). Individual student performance data (e.g., formal report cards, narrative evaluations of students' academic performance, and progress toward individual goals) will be disseminated quarterly to students and their parents. Cumulative and individual performance data will be synthesized and explained, detailing strengths and weaknesses as well as action steps for improvement. All reports will be shared in the native language of parents/guardians. In many instances, data will be disaggregated according to important variables, so that a more comprehensive understanding can be reached. Sub-scores on a particular test, mastery of particular sub-skills within a content area, and group performance on an assessment are examples of how this might occur.

In addition to meeting goals that are rule-based (e.g., percentage of students meeting or exceeding a standard), LSA aims to gather and report other important student performance indicators. The Academy will collect data and report regularly regarding the following indicators:

- Dropout rate;
- Graduation rate;
- Student attendance rate;
- Student community service rate and descriptive data about type of service;
- Transition after high school (to higher education or employment) rates and descriptors;
- Student-staff ratio;
- Parental involvement data (e.g., number of parent-attended events, absolute number of parents attending events, rate of parents visiting the school, rate of parents attending meetings via conference call, rate of website use (see discussion in next paragraph);
- Community involvement data (e.g., number of events at which community representatives, such as present, number of community sponsored events conducted at the school).

The school website will be an important source of information for parents and guardians, as it is there that they will have secure access to their children's test scores, report cards, and teacher feedback. All parents/guardians can attend orientations to become familiarized with the system. Although the website will be the main source of these data, parents also will receive at least bi-monthly communications from their children's teachers; will be invited to attend quarterly conferences; and will receive a newsletter highlighting accomplishments of students and the school.

Community business partners and local college representatives also will be regularly included in discussions about outcomes, as they are crucial to enhancing students' success once they have graduated from LSA. The school website will post information about the indicators above on an annual basis and will contain information comparing current year data to prior years.



6. For elementary charter schools, provide a daily schedule for all grade levels indicating the classes that will be provided for a one week time period.
For secondary schools, provide required and elective courses for every grade level. If the school plans to phase in grade levels, include expansion grade levels by year with courses to be offered.

ELEMENTARY DAILY SCHEDULE

GRADE(S): K-5

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

MIDDLE SCHOOL COURSES

GRADE(S): 6-8 YEAR OFFERED: 2

REQUIRED COURSES

- Math (6-7th), Pre-Algebra or Algebra 1 Standard (8th)
- Earth Space Science (6th), Physical Science (7th) and Life Science (8th)
- World History*Language Arts (6th) Civics*Language Arts (7th) U.S. History*Language Arts (8th)

ELECTIVE COURSES

- Humanities
- S.T.E.M
- Wellness

7. Provide a description of curriculum, programs, and instructional methods used to support core classes. ***Include all associated costs in the proposed budget.***

Applicant Response:

The following areas of LSA's education focus make the school a unique STEM, international and inclusive program for adolescents, filling a gap in Arkansas's existing elementary and middle school offerings.

To implement our inclusive and holistic vision of education, our curriculum and teachers' professional development will be based on the latest research on child and adolescent development and learning. Our multifaceted program will include the International Primary Curriculum (IPC) and the International Middle Years Curriculum (IMYC) for middle school, based on Howard Gardner's Multiple Intelligence Theory. The program has proven effective for students with various learning styles and socioeconomic backgrounds in over 85 countries around the world. The IPC and IMYC's units of instruction provide various modes of entry into learning (verbal, visual, and kinesthetic) that tap into students' unique strengths. They provide students the opportunity to experience success in their areas of strength while they are working on their areas for growth. This approach enhances the students' motivation and engagement that would otherwise likely decrease when they reach middle school.

The IMYC is specifically designed around the critical needs of the adolescent brain based on research in adolescent development, cognitive psychology and neuroscience. The IMYC inspires and engages students, enriching their learning experience through thematic units designed to tap into their interests. The curriculum aims to support the whole student; the development of personal dispositions and international mindedness are an intrinsic part of every unit, developing students who are culturally aware, globally competitive, and able to think critically and creatively. The IMYC provides a rigorous academic platform that complements the National Common Core Standards and enhances students' learning opportunities by preparing them for successful participation in the 21st century global economy.

Students in elementary school will begin taking Mandarin or Spanish and continue on through to middle school, in keeping with the mission of LSA is to educate students with a 21st century international curriculum that prepares them for success in the United States and abroad. Research indicates that language learning is beneficial to the development of reading ability, increased linguistic awareness, higher standardized test scores, and increased self-confidence (American Council on the Teaching of Global Language, www.actfl.org).

Common Core Standards

A unique component of the LSA program is our small group, Common Core State Standards-based literacy and mathematics differentiated instruction. This method holds high expectations for all students from kindergarten to eighth grade to make steady progress toward individual academic goals as we support them to meet or exceed U.S. national standards. The LSA literacy and mathematics goals from kindergarten through eighth grade are based on the Common Core State Standards, preparing them for college and a career. Reading and mathematics instructional methods are based on research in best practices and include multiple scaffolding methods of planning and instruction to ensure students gain strong foundational skills and learn higher-level cognitive strategies. Because strong literacy skills and a deep conceptual understanding of mathematics are imperative to academic success, our goal is to make sure all students have excellent reading and writing proficiency and mathematical literacy.

Arts Education and Integration

In addition to Common Core Standards and the international curriculum to be implemented at LSA, arts education and integration provide students with multiple modes of representation, multiple modes of expression, and multiple forms of engagement, as proposed by the Universal Design for Learning (UDL). UDL is based on the principle that individuals have unique ways of processing information and expressing themselves. LSA teachers will receive training in applying these principles that will enable them to tap into students' innate and preferred modes of learning, providing all students with engaging modes of access to the academic curriculum while supporting their areas for growth, thereby ensuring a successful educational experience. LSA's inclusive curriculum will offer students instruction in a variety of art forms to allow artistically gifted students opportunities to follow their interests and pursue their talents at school. In addition, the IPC and IMYC integrate arts-based activities in thematic instructional units.

Inclusive Education

The design of the LSA curriculum and instructional methodologies within its smaller classrooms (of 15-20 students) ensure that all types of learners experience success in our educational program, and enable teachers to meet the educational and social/emotional requirements of students with special needs and ELL students. The school's curriculum and structure will include research-based inclusive education requirements. The LSA program also takes into account social/emotional and motivational aspects of learning that are critical for adolescents, especially those with learning challenges. Based on research, successful school-based learning experiences increase students' academic self-efficacy beliefs from early childhood through middle school. Positive self-efficacy beliefs enhance students' cognitive, motivational, and behavioral engagement in learning, and improve self-regulation, leading to high levels of academic achievement.

Methods of Instruction

LSA will implement research-based inclusive curriculum components and instructional methods to meet the school's mission of maximizing the learning potential of all students, including those with special needs, English Language Learners, and gifted students. Our goal is to offer a program that engages all students in the least restrictive environment. We have selected instructional methodologies that have proven effective for all students, such as small group, differentiated instruction, projects and arts-based learning and Universal Design for Learning (UDL) principles.

Education Model

LSA's instructional program from the ground up, starting with Common Core standards as our baseline and the addressing the challenges of accelerating academic growth for our students. Curriculum and instructional strategies are designed to deliver content and guide differentiation for each student based on blended literacies (the ability to make meaning of information and language in multiple scientific, mechanical, visual/spatial, social emotional, and numerical contexts); Science, Technology, Engineering, the Arts, and Mathematics (STEAM); Response to Intervention; a blended learning rotational model; and individualized student plans and instructional tool boxes to support student academic growth and progress monitoring.

Unique aspects attributable to First Place Scholars:

- Provide an integrated educational and mental health services model, called Coordination of Care Team (COST), to address social and emotional and behavioral challenges coupled with a Positive Behavioral Intervention Supports (PBIS) practices.
- Deliver year-round workshop-based and embedded professional development for teachers and the newly hired School Leader to support the above-mentioned EdModel.
- Enhance technology applications and provide teachers and students with relevant resources, tools, and skills to support implementation of the above-mentioned EdModel.
- Serve students and families experiencing multiple forms of trauma.
- Connect students' families to community social services, their child's school, parenting, self-advocacy skill workshops, and mental health services.
- Fulfill an unmet need for students of color living in Arkansas, students living in poverty, students experiencing multiple traumas, and students who, in most cases, are performing below grade level.
- Offer small class sizes, mental health support, personalized family case management, curriculum instruction, extended day, and onsite mentoring and tutoring in addition to a rigorous focus on multiple literacies and on Science, Technology, Engineering, the Arts, and Mathematics (STEAM).
- Educate small groups of 14 to 16 students per classroom with the support of a teacher, instructional aides, case management support, and volunteer mentor and tutor support.

Descriptions of Key Instructional Strategies:

Blended Literacies. A core concept guiding our choices about instructional practices and curricular options at First Place Scholars is derived from what we are calling Blended Literacies. At the core is our conception of literacy as "the ability to make meaning out of information in context." As language is our primary tool for literacy, we view Blended Literacy as the application of language skills across multiple cognitive, social and academic domains: Social Emotional Literacy; Numeracy; Scientific Literacy; Mechanical Literacy; Visual Spatial Literacy; and Literature Based Literacy.

STEAM: Another element enhanced by the extended day is time for integrated Science, Technology, Engineering, the Arts, and Math (STEAM) based projects. Because we are placing a heavy load on our teachers with the scope of new programs at start-up, we are contracting with a local organization - the Technology Access Foundation (a nationally recognized STEM program located in the Seattle area) to provide STEAM

project development along with co-teaching and coaching opportunities for our staff so that First Place Scholars' staff are able to develop their own age- and skill-appropriate integrated STEAM projects. Rather than make STEAM an add-on at the end of the day, we are embedding STEAM projects throughout the school day, integrated into all content area teaching.

Blended Learning. We will use a school-wide blended learning literacy program (Lexia Core 5) with embedded formative assessments and robust student progress tracking. First, the program and assessments will provide students with instructional resources to personalize their literacy development, as well as providing teachers with indicators of individual literacy strengths and gaps so that teachers may provide additional materials and instructional support at each child's level. Second, when a large number of students show similar gaps or misunderstandings in particular areas, teachers will develop whole class or small group activities to extend skills and build background knowledge.

Response to Intervention. One of the strongest indicators of whether a child will fail to graduate high school on time is his/her placement in special education classes. First Place Scholars' teachers are committed to implementing Response to Intervention (RTI). RTI is the practice of providing high-quality whole-class instruction, interspersed with periods of accelerated small-group instruction, all within the classroom. The RTI model promotes collaboration between special education teachers and classroom teachers, so that they can provide the best interventions for mainstreamed students with disabilities. A key component of RTI's regular assessment of methods and results.

Individualized Learning Plans and Technology. Ours will be a computing environment using Windows-based hardware for students and staff, also allowing use of registered mobile devices, on a school-wide high bandwidth wireless network. We expect to begin with a 3:1 student computer ratio expanding to a 1:1 program as resources become available. Student computers will be for on campus use only initially and we will explore further options for off campus use. We will employ a variety of hosted services to provide web based applications from digital courseware, assessment, collaboration and information tool vendors. We are establishing role-based portals providing secure access to a suite of tools for administrators, teachers, students and parents. All portals will be available from any Internet connected computer using secure log-in.

Instructional staff and school leaders will utilize a team-based approach to managing personalized instruction for all students using a wide range of digital learning resources and learning management tools. Collaborative workspaces will be established using online tools for each team and instructional group. Our initial Student Information System will be Skyward, which will include online gradebooks, data portal, and parent portal. We will use the online program GoalBook to create and develop individual learning plans (see graphic on the following page) with a personalized learning menu for each student.

Coordination of Services Team (COST). Our multidisciplinary team, called Coordination of Services Team is charged with ensuring students have the academic and social/emotional support services best suited to the individual's needs utilizing the RTI model. Composed of the school leader, special education teacher, regular Ed. teacher, case manager, counselor, school psychologist (sub-contracted), and nurse, COST meets weekly to discuss students of concern. In these discussions, each specialty area provides observations about the child's strengths and challenges, asks questions, and offers potential strategies that will lead to an intervention plan. The interventions can include additional testing, coordination with the parent, or discussions with the student. They consider: Methods of engaging both staff & students in the development & delivery of this wrap-around program; Unique schedules supporting this concept; Parent Involvement & Communication; School Culture; and Student Learning Plans.

Furthermore this group also determines the need for school-wide interventions or policy changes and can connect families to ongoing mental health support through community-based mental health programs. Because there is an on-site play therapy room onsite for therapists to work with their students, parents are supported in reducing appointments after school hours as well as giving the case manager, teacher, and school psychologist direct contact with the therapist.

Student Discipline. To ensure that our elementary students develop the study skills, behaviors, and core content skills to achieve at grade level prior to departing for middle school, First Place Scholars' instructional and case management staff will use consistent, school-wide practices aligned with the model of Positive Behavioral Interventions and Supports (PBIS), re-craft our disciplinary policies accordingly, and provide staff development to all staff, volunteers, and partners to ensure consistency throughout the school. Our rationale for employing PBIS as opposed to a model reliant on more traditional exclusionary measures - such as disallowing participation in extended day programs, classroom activities, and field trips, or using suspensions and expulsions - is because of the potential deleterious impact that such discipline models have on students of color and those living in poverty.

8. Describe the process that will be used to ensure all curriculum materials used in the educational program are aligned with the Arkansas Curriculum Frameworks and the state standards as adopted, and periodically revised, by the State Board of Education.

Applicant Response:

The integration of STEAM across the curriculum enable children to think critically and construct meaning across disciplines. Inquiry-based learning should be integral to engage children in critical thinking and foster higher-order thinking skills, such as goal setting, planning, organizing, prioritizing, synthesizing, risk-taking, and self-monitoring. Specifically, the STEAM can be infused across the curriculum by focusing on the following Common Core Standards:

- Academic Language Proficiency
- Critical and Close Reading of Nonfiction Text
- Writing Across Content Areas
- Problem Solving and the Mathematical Practices
- Historical Thinking and Document Analysis Skills
- Use of Technology for Project-Based/Problem-Based Learning
- Science Content Knowledge and Inquiry Skills

The STEAM model is a framework that allows for the development of STEAM projects. Teachers with assistance from curriculum designers will identify the TEKS to be addressed in each grading period. Projects are developed by teams of teachers with expertise in each content area. Unlike traditional self-contained elementary classrooms, students at LSA will be taught by teachers with content expertise in addition to their general certification training. During STEAM time, the curriculum will focus on the hands-on elements of the education process where students in addition to performing well on academic tests will have to perform and create products that demonstrate their understanding of the TEKS and how the content and skills can be applied.

As we add grade levels students will be prepared to enroll in dual enrollment courses. LSA will foster a college-going culture. LSA will design and provide student support in meeting our goal that all students will graduate with 12 to 30 college credits. In addition by having a STEM focus students will have access to college credits that map to the Arkansas economic workforce clusters.

To assure rigor the curriculum, instruction and assessment will be aligned. We will develop a detailed curriculum scope and sequence for the core disciplines. The scope and sequence will demonstrate vertical alignment of content areas to the state standards. Assessment, aligned to the state standards and the curriculum, will provide timely feedback on gaps in student comprehension. LSA will support the success of all students to take and pass four years of high school math and four years of high school science at a high level.

As described earlier the delivery of innovative curricular programs related to science, technology, engineering and math will be well defined and aligned to state standards. The performance assessments will be also aligned to state standards (TEKS and CCRS). LSA will utilize the PLATO system and the live portion of the curriculum to accelerate student achievement so they will be able to gain high school credits in middle school and college credits in high school.

LSA will bring together teachers, higher education faculty and private business employees together for continued discussion on expanding the work of the charter and assuring high standards. Through PBL we will incorporate work-based, contextual learning with a global perspective into the curriculum. We will also have students participate in extracurricular academic activities centered on math, science, and technology, such as UIL, robotics and math competitions or science fairs. In the Junior or Senior years we will require all students to complete an internship primarily focused in the state's economic development clusters and/or a senior project or capstone project, presentation, and defense. These internships will occur at the university and in local businesses.

Another strategy for assuring high quality and rigor is requiring teachers to use a set of shared practices. In too many schools students are exposed to a disconnected set of instructional approaches that do not meet students need. At LSA, instruction will be data driven. Teachers will train and plan together to understand and effectively

utilize tools and strategies to examine assessment results and refine instruction. LSA has a structure for shared teacher responsibility and accountability for student learning across programs, content areas and classroom. Instruction is organized around clear expectations and state performance standards-students and teachers know what is expected of them. Teachers will use an aligned scope and sequence that coordinates the integration of content areas and aligned resources. Teachers will use high quality curricular materials that are aligned with state standards. These include PLATO, textbooks, online supplemental resources, Project Share resources, and locally developed materials as appropriate.

9. Describe the manner in which the school will make provisions for the following student services, even in each area for which a waiver is requested:

A) Guidance program;

Applicant Response:

LSA will offer a comprehensive K-12 school counseling program that is an integral part of each school's total educational program designed to promote the academic, career and personal/social development of all students. As an essential part of the instructional program, school counseling helps to build a foundation for student learning and academic success.

The division has adapted the American School Counselor Association (ASCA) National model as the framework for developing a school counseling program because the model emphasizes a comprehensive and developmental approach for implementing a school counseling program. The concepts of student advocacy, leadership, collaboration and systemic change are infused throughout the school counseling program.

All schools are required to have a Guidance Advisory Council to inform all stakeholders about the school counseling program. This council is comprised of representatives from the school and community that include students, parents, administrators, faculty, businesses, universities and other local agencies.

Student goals and Myrick's (1997) principle for developing counseling programs provide the basis of VBCPS' guidance program. These goals are:

1. Understanding the school environment
2. School success skills
3. Career awareness and educational planning
4. Understanding self and others
5. Understanding attitudes and behaviors
6. Decision making and problem solving
7. Interpersonal and communication skills
8. Community pride and involvement

Our comprehensive school counseling programs are developmentally designed to serve all students and include the following services:

1. Counseling Services

- Individual
- Group
- Preventive or Remedial
- Crisis Intervention
- Referrals from students (self), parents, teachers or others

2. Classroom Guidance Services

- Academic Planning
- Career Awareness
- Decision making
- Personal/Social Development Skills

3. Consultation Services

- Parents
- Teachers
- Administrators

- Community Agencies

4. Coordination

- Registration of New Students
- Academic Planning
- Student Records
- Testing Program (counselor's role may vary by school)
- Orientation Programs
- Peer Facilitator Programs
- Special Programs
- Referrals to community agencies
- College and Career Information
- College application process (SAT/PSAT, Financial Aid, Scholarships, Transcripts)
- Career/Vocational preparation
- Parent Workshops
- Presentations
- Military (deployment, support, transitioning)

Myrick, R. D. (1997). Developmental guidance and counseling: A practical approach (3rd ed.). Minneapolis, MN: Educational Media Corporation.

B) Health services;

Applicant Response:

Lockesburg STEM Academy will comply with all state laws regarding staffing in this area. The hours of operation for the nurse will mirror that of the public school plus 30 minutes before the school's opening and 30 minutes after the school's closing for the day. The nurse will be state-certified and appropriately credentialed in First-Aid, CPR and AED. The nurse will manage all dispensation of medication, train staff as needed to keep students safe (i.e. locked cabinets, food allergies, etc.), manage student medical information in full compliance with HIPAA (Health Insurance Portability and Accountability Act of 1996) statutes, and recommend to the Administrator in the creation of necessary medical policies. The nurse may also educate teachers on some basic health procedures. He or she will coordinate with local agencies, hospitals, physicians, and organizations that have as their missions to improve children's or community health in order to make sure that all students have access to the care that they need.

C) Media center;

Applicant Response:

LSA is applying for a waiver from §6-25-103 (Library media services program) and §6-25-104 (Library media specialist --Qualifications). Should the waiver not be approved, LSA will hire or contract with the required trained and certified library media services program personnel and administer a library media services program as specified in state law. The media center will be available for use by all students. Instead, LSA will open a computer lab so that all students have access to the Internet for basic research. Each classroom will have a library of leveled books that support the STEA0M and Common Core Curriculum. The curriculum provides leveled readers for each classroom.

D) Special education, including appropriate state assessments for special education students;

Applicant Response:

All special education services at LSA will be in compliance with the Individuals with Disabilities Education Act (IDEA) as it was reauthorized in 2004 and State of Arkansas Special Education Rules. The school will employ a

Special Education Director that will assure the school complies with all laws and provides all students a Free Appropriate Public Education (FAPE). LSA will provide a continuum of services in order to accommodate students' needs with the Least Restrictive Environments (LRE) and the Least Restrictive Behavior Interventions (LRBI).

The school will work with parents and teachers to identify and create educational plans that fit the needs of students. Administrators and teachers will be trained in Child Find procedures to assist in identifying students that may benefit from special education services. The school will have policies and procedures in place that will ensure parental consent is obtained and confidentiality for all students is maintained. If a student comes to the school with a 504 or IEP in place LSA will accept and fulfill the requirements of these plans.

LSA's Special Education Director will work with staff and parents to identify, test, and create specialized plans for students. It is anticipated that the school will have 8% of its population fall into this category as that is the average for schools in the area.

Students with minor to moderate disabilities will excel at LSA in part due to the ability grouping and small class sizes for Language Arts, Reading and Math. Many students will not require additional one-on-one services. However, services will be provided for any student that is identified as benefitting.

Ability grouping at LSA will allow students with mild to moderate disabilities to be taught at their challenged levels. Students will be grouped by ability and will be given additional resources when needed. Ability grouping these students will allow them to be integrated into the general education classroom. Students will be taught by classroom teachers and will be given support by the Special Education Director or Aide. Students will be pulled out of the classroom only when necessary to provide specialized instruction as outlined in an IEP or 504 plan. LSA believes that consistency for students is a vital part of the educational process and more so for students with disabilities. LSA will make every effort to keep special education students in the classroom with their peers.

The school will contract with specialists to help identify and meet student's needs and prepare individualized plans. Special education professionals will include but are not limited to: psychologists, occupational therapists, speech pathologists, dyslexic screeners and any others required to meet students' needs.

E) Transportation;

Applicant Response:

LSA will lease one or more buses and periodically employ a driver(s) for the purposes of providing transportation to and from school or for field study. We will, at all times, comply with any requirements for transportation written into our students' IEPs. LSA will ensure that our transportation policy complies with state law. We understand that transportation shall not be a barrier to any student who wishes to attend LSA. Transportation will be provided free to all students who attend LSA.

F) Alternative education, including Alternative Learning Environments;

Applicant Response:

It is the intention and commitment of the founders of LSA to educate all students who choose our school. We will make necessary accommodations for students who need support beyond that provided by the general curriculum accommodation program. The guidance program, our devotion to parallel cultures of respect and achievement, will help us connect with students who are struggling and make them successful. We will seek to meet individual needs with individual plans as needed. LSA will provide students with an aide, make space available for small groups, offer extra help through academic support, student success plans, interventions, and counseling to students who are experiencing academic, social, or emotional issues to help those students make continued educational progress.

LSA will assist students with achieving their highest potential through flexible educational experiences designed to enhance students' academic growth and foster life-long learning. As the IEP team deems appropriate, if a

student requires alternative curricula and is assessed based on alternative standards, LSA will provide said curriculum at the student's instructional level. Licensed instructors will deliver this rigorous curriculum and innovative strategies in a non-traditional setting through the use of technology. LSA will assess student learning with continuous assessments and will use data to address students' specific needs. Furthermore, LSA will strive to eliminate barriers for students and will provide interlocking structured academic and behavioral Response to Intervention (RTI) supports. Moreover, LSA will provide performance-based and project-based education for students to move at their own paces. Should a student need a more restrictive placement, LSA will work with the student's local zoned district to find an appropriate alternative placement. We will follow all laws to ensure that the student's rights are always protected.

G) English Language Learner (ELL) instruction; and

Applicant Response:

Lockesburg STEM Academy can expect to see a continued growth in its cultural diversity, given both national trends and the continued influx of an immigrant population to Arkansas; this means that the school also can expect an increase in students identified as Limited English Proficient (LEP). Upon enrollment, the school will identify whether a student is a LEP learner by first checking the students' registration information regarding non-English home language, identifying the family's primary language, and assessing other essential information. The school will utilize the Home Language Survey process upon initial enrollment. If a student is identified as a language minority student, the school will administer WIDA Access Placement Test (W-APT) to determine if the student is in need of specialized English instruction or other services.

If evaluation determines that a student is Limited English Proficient, a personalized instructional plan will be developed that best meets the student's needs. When that student's English Language Development Level (ELDL) has been determined, a multi-faceted strategy can be developed and implemented. The strategic plan will be monitored and modified, if necessary, if the student's progress is not satisfactory.

Lockesburg STEM Academy will follow a plan of structured English language immersion, ensuring the students are receiving the same academic curriculum as other students. They will be instructed in English, but modifications in the level of English will be made if needed. The Enrichment periods may also be used for additional instruction or club activities, and the Achievement Center time each day will be critical as a vehicle for more intensive English language instruction.

As part of a more comprehensive approach to the inclusion of English Language Learners (ELL) and their families, core advisors and other members of the school community will devise methods to determine if there are other levels of social support that may be beneficial. For example, after the school has reached and enrolled high school students, there may be upper grades peer mentors who speak the same language, or come from the same culture, who can act as tutors; similarly, there may be parents and community members who can act as resources. Students themselves may wish to form interest groups or host programming during some of the enrichment periods.

The entire staff will be trained to work with ELL using the Sheltered Instruction Observation Protocol (SIOP). This protocol is a nationally recognized strategy for supporting LEP students and non-English Proficient (NEP) learners in accessing core content. Using this instrument, content specialist teachers not trained in English as a Second Language instruction (ESL) adapt curriculum to increase comprehension and access for LEP students. This instructional approach will likely benefit all students having difficulty with content because it stresses previewing, adapting, and modifying, strategies that can be successful with all learners.

Lockesburg STEM Academy will use the Sheltered Instruction Observation Protocol's eight principles of lesson preparation (language objectives, content objectives); building background, comprehensive input; strategies, interaction; practice/application; lesson delivery and indicators of review and assessment to maximize student learning. Depending on the needs of the student body, ELL teachers will be hired with category training already complete and they will have an opportunity at faculty meetings to discuss best practices in instructing ELL. Whenever possible, multi-lingual teachers will be hired and students will be taught to read in their home language because it promotes reading achievement in their second language (English). Teachers will make instructional modifications when ELL students are taught in English, primarily because of the students' language limitations. As needed, students will be helped to transfer what they know in their first language to learning tasks

presented in English; LSA teachers will not assume that transfer is automatic. Teaching in the first and second languages will be approached similarly with the knowledge that more complex learning might require more instructional adjustments.

LSA staff will know that ELL students need intensive oral English language development (ELD), especially vocabulary and academic English instruction knowing that effective ELD provides both explicit teaching of features of English (such as syntax, grammar, vocabulary, pronunciation, and norms of social usage) and ample, meaningful opportunities to use English. In addition, LSA staff will understand that support is needed for the academic content instruction.

H) Gifted and Talented Program.

Applicant Response:

LSA is applying for a waiver from §6-20-2208(c)(6) and §6-42-101 et seq. If the waiver is not approved, LSA will administer a program complying with §6-42-101 et seq. and will expend revenues in accordance with §6-20-2208(c)(6).

Students who are Academically Gifted

Students may be identified for extra services as academically gifted (AG) at any grade level. LSA will utilize the following protocol (adapted from that used by the Arkansas Department of Education Public School System) for identification of Academically Gifted students.

Gifted and talented students and those with high abilities need gifted education programs that will challenge them in regular classroom settings and enrichment and accelerated programs to enable them to make continuous progress in school.

- According to a recent report on high-achieving students, more than 7 in 10 teachers of these students surveyed noted that their brightest students were not challenged or given a chance to “thrive” in their classrooms. [1] Additionally, gifted students need gifted programming in many cases because the “general education program is not yet ready to meet the needs of gifted students” (p.9) due to lack of general educators’ training in gifted education and the pressure classroom teachers face to raise the performance of their struggling students. [2]
- It’s more than just giving students a challenge in classrooms: Gifted programming positively influences students’ futures. Several longitudinal studies have shown that gifted programs have a positive effects on students’ post-secondary plans. For example, studies found that 320 gifted students identified during adolescence who received services through the secondary level pursued doctoral degrees at more than 50X the base rate expectations. [3] In a follow-up report on the same study participants at age 38, 203 participants, or 63%, reported holding advanced terminal degrees (master’s and above). Of these, 142 (44%) held doctoral degrees and 8 of these 142 had more than one doctoral degree. As a benchmark for this accomplishment, the authors of this study compared these rates to the general U.S. population, noting that only approximately 2% of the general population held a doctoral degree according to the 2010 U.S. Census. [4]
- Additionally, in a study looking at gifted students who participated in talent development through competitions, the researchers reported a long-term impact on these students’ postsecondary achievements, with 52% of the 345 students who participated having earned doctoral degrees. [5]
- Further benefits of gifted programs have been shown to include that students who had participated in gifted programs maintained their interests over time and stayed involved in creative productive work after their finished college and graduate school. [6]
- A sample of 2,409 intellectually talented adolescents (top 1%) who were assessed on the SAT by age 13, and provided services through a talent search program, was tracked longitudinally for more than 25 years. Their creative accomplishments, with particular emphasis on literal achievement and scientific-technical innovation, were examined and results showed that distinct ability patterns identified by age 13 foreshadowed creative accomplishments in middle age. Among the sample, participants had earned 817 patents and published 93 books, one had been awarded the Fields Medal in mathematics, and another had won the John Bates Clark

Medal for the most outstanding economist under 40. [7]

1. Loveless, T., Farkas, S., & Duffett, A. (2008). *High-achieving students in the era of NCLB*. Washington, DC: Thomas B. Fordham Institute.
2. Hertberg-Davis, H. L., & Callahan, C. M. (2013). Introduction. In H. L. Hertberg-Davis & C. M. Callahan (Eds.), *Fundamentals of gifted education* (pp. 1 -10). New York, NY: Routledge.
3. Lubinski, D., Webb, R. M., Morelock, M. J., & Benbow, C. P. (2001). Top 1 in 10,000: A 10 year follow-up of the profoundly gifted. *Journal of Applied Psychology, 4*, 718 -729.
4. Kell, H. J., Lubinski, D., & Benbow, C. P. (2013). Who rises to the top? Early indicators. *Psychological Science, 24*, 648 -659.
5. Campbell, J. R., & Walberg, H. J. (2011). Olympiad studies: Competitions provide alternatives to developing talents that serve national interests. *Roeper Review, 33*, 8 -17.
6. Westberg, K. L. (1999, Summer). What happens to young, creative producers? *NAGC: Creativity and Curriculum Division Newsletter, 3*, 13 -16.
7. Park, G., Lubinski, D., & Benbow, C. P. (2007) Contrasting intellectual patterns predict creativity in the arts and sciences: Tracking intellectually precocious youth over 25 years. *Psychological Science, 18*, 948 -995.



10. Describe the geographical area to be served by the charter. List all school districts within the geographical area likely to be affected by the open-enrollment public charter school.

Applicant Response:

Lockesburg STEM Academy will educate 150 students in grades K-8. The school will provide a STEM emphasis with a Project-based Learning Model neither of which is currently available in the target area. As mentioned in the Market Analysis there are several schools in the surrounding Counties but none that offer a STEM model. This shows a demand and interest for choices in the educational landscape in the County.

Lockesburg STEM Academy will implement a strategic, county-wide recruitment and marketing plan, but it is anticipated that a large number of students that will enroll in Lockesburg STEM Academy will be from the areas of DeQueen, Lockesburg, Dierks, Horatio, Mineral Springs, Nashville, Foreman, Ashdown, and Cossatot K-12.

Lockesburg STEM Academy will be the only school in the county that will offer Performance-based and Project-based Learning and the only school in the target area offering a STEM focus. This will allow families with students that would like to have more STEM learning an option for their students. Students and families looking for an education that is hands-on, with student focused learning will be drawn to the school.

With the unique program Lockesburg STEM Academy will give families the opportunity to have a quality education and a school that is within their community. This school will also give students in grades 1-5 time to learn in small groups. This will appeal to students that struggle and would benefit from more one-on-one interaction. The ability grouping will appeal to students who want to be challenged in their studies.

The school is also unique to the county and will allow students in grades six through eight and beyond the freedom to direct their learning by choosing the courses in subjects that interest them. Students can choose to from honors core courses and a variety of STEM focused electives which can give them a more rigorous educational experience.

The Board of Directors will be on hand to support students who apply to Lockesburg STEM Academy. Students who want to take advantage of the new and unique approach to education offered. The school will market to and recruit serious students who want to be part of this educational and learning process. The Board will specifically market and recruit low-income, minority and female students as these populations are traditionally underrepresented in STEM fields.

11. Describe the plan for the school officials to provide an annual report to parents, the community, and the authorizer that demonstrates the progress made by the charter school during any previous academic year in meeting its academic performance objectives. (*See ADE Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts.*)

Applicant Response:

LSA supports the vision, mission, and goals through its commitment to maintain multiple lines of communication with its stakeholders. LSA strives to inform stakeholders of the successes and challenges of the school's students, staff, programs and budgets as well as gather input and feedback. Accountability is very important to a high-functioning school. LSA will offer a variety of strategies such as (websites and emails) that will be implemented to garner input and inform stakeholders on academic performance. This reinforcement will build strong relationships with all stakeholders.

LSA will establish a parental involvement plan to meet the needs of the families in our school. We understand that a child's education is a responsibility shared by the school and family during the entire time the child spends in school. Our goal is to educate all students effectively, in order to do that, the school and parents must work as partners to ensure educational success.

However, there are other means of demonstrating the progress of student academia. The use of gathering data; by testing, surveys, and rubrics that apply to specific assignments. The administrator will use data from all assessments and prepare annual reports to be released to all parents and interested community members. The report will include progress towards annual goals, to include test data from the previous year and compare it with the following year.

The school will begin compiling data in the spring of the current school year and will finalize all reports during the summer following the school year. All reports and information will be final, available, and disseminated by November 15 of each year for the previous school year.

LSA will develop, with staff and community participation, a plan to disseminate the annual report. Goals will be compatible with state and national educational goals and address state needs. LSA will file the plan with the ADE. LSA will provide and publish before November 15 of each school year a report to the public detailing progress toward accomplishing program goals, accreditation standards, and proposals to correct deficiencies. In addition, LSA will notify parents of the report via email. LSA will systematically and at least annually explain its policies, programs, and goals to the community in a public board meeting and provide opportunities for parents and other members of the community to ask questions and make suggestions.

As described previously, LSA will have very specific and measurable objectives for success, based upon the academic progress of its students and the school's performance on several academic and non-academic measures. The school administration will use STEM101 to watch each of these variables closely to monitor the school's overall success. The Principal, in collaboration with the staff and with the administrative support team, will develop a list of measurable annual school goals that are designed to ensure continuous improvement. The Board will approve these school goals and the performance of the Principal and staff is evaluated in part by using the school goals.

As a public charter school, LSA will measure and report the academic achievement of all students annually, as well as ongoing progress and performance of cohorts and the school as a whole. LSA students will participate in state proficiency tests depending upon grade level. Results of these assessments will be reported through the ADE. In addition, state assessment data is logged in with STEM101 to complete a data snapshot of student academic performance. The Board and school leadership will also include the results of the state-mandated testing in the evaluation of the school's overall performance.

Responsibility for monitoring, evaluating, adjusting, and adhering to the school's assessment policies and practices will follow a traditional model. Teachers will have primary responsibility for administering assessments and providing feedback to administrators. The Principal will oversee the assessment program and work with education specialists in evaluating and making recommendations for changes. The Board will have ultimate

responsibility for ensuring that the school is fulfilling the expectations and obligations under charter school law, the charter, and Board-approved school policy.

LSA will follow ADE Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts (http://www.arkansased.org/public/userfiles/Legal/Legal-current%20Rules/ade_282_standards_0709_current.pdf) LSA will maintain reports and records necessary for effective planning, operation, and education. LSA will submit timely and accurate reports appraising student performance to the ADE.

12. Complete the following table with data about the district in which the charter proposes to locate and projections for the charter school.

Applicant Response:

Sevier County DeQueen School District in Which the Charter is to be Located			Percentage of Students Projected at the Charter				
	2015-2016		2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
	Number	%	%	%	%	%	%
All	2,431						
Two or More Races	42	0.02	0.02	0.02	0.02	0.02	0.02
Asian	17	0.01	0.01	0.01	0.01	0.01	0.01
Black	83	0.03	0.04	0.04	0.04	0.04	0.04
Hispanic	1,501	0.62	0.62	0.62	0.63	0.64	0.65
Native American/ Native Alaskan	36	0.01	0.01	0.01	0.01	0.01	0.01
Native Hawaiian/ Pacific Islander	26	0.01	0.01	0.01	0.01	0.01	0.01
White	726	0.3	0.3	0.3	0.31	0.32	0.33
Free and Reduced Lunch	1,851	76.14	0.78	0.8	0.85	0.9	0.98
Data Below from 2014-2015 Cycle 4 Report							
Migrant	99	0.04	0.04	0.05	0.05	0.06	0.07
LEP	1,039	0.43	0.43	0.43	0.44	0.45	0.46
Gifted & Talented	114	0.05	0.05	0.05	0.06	0.07	0.08
Special Education	62	0.03	0.03	0.03	0.04	0.05	0.06
Title I	1,675	0.7	0.7	0.7	0.7	0.71	0.72
			2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Grades to be Offered at the Charter			K-8	K-9	K-10	K-11	K-12
Enrollment Cap at the Charter			150	50	50	50	50

Describe the enrollment criteria and recruitment processes, that will provide an equal opportunity for all parents and students to learn about and apply for admission to the proposed public charter school.

Applicant Response:

Enrollment Criteria. In accordance with federal laws, no student will be denied admission to JBH Academy based on race, ethnicity, national origin, disability, aptitude, or athletic ability. The school will be open to all children who are eligible under the laws of the State of Arkansas for admission to a public school. JBH will ensure compliance with all applicable anti-discrimination laws governing public schools, including: Title VI of the Civil Rights Act and the laws of the State of Arkansas. New students will be admitted each year without regard to prior measures of achievement or ability, athletic aptitude, infirmity, handicapped state, culture, race, belief, gender, sexual orientation, national origin, religion, or lineage.

- Any child whose fifth birthday is on/before October 1st may apply for admission to kindergarten.
- Any child that is age ready for K-5th grade may apply for admission to the early elementary (1st- 3rd) and/or upper elementary (4th - 5th) and middle grade (6th - 8th) will be available in (2017-2019).

Recruitment Process. JBH Academy will begin by recruiting through the normal means of media, through the ads in the newspaper, the public hearing, and promotional print media (e. g. fliers and brochures), technology such as our website, social media, and links on our website that will explain JBH Academy. We foresee that the news of a free and public Open Enrollment Charter School might spread quicker to the community than to public school parents, who are only familiar with traditional public schools. We specifically are worried that recruitment through technology might in fact limit our recruitment efforts to families that cannot afford full access to the Internet. In fact we anticipate that public school parents, and especially low Socio-Economic Status (SES) families with little or no access to Internet, will have little or no knowledge of an Open Enrollment Charter School and will have limited ways of learning about it. We also anticipate they will need more time to hear about, investigate, and then choose JBH Academy for their children.

JBH shall enroll an eligible student who submits a timely application, unless the number of applications exceeds the capacity of a program, class, grade level or building. In such cases, all applicants shall have an equal chance of being admitted through a random selection process. In addition, JBH may give enrollment preference to the populations donated in State and Federal law. Prior to the School's opening, an Open Enrollment period will be established. At the end of the enrollment period, parents will be notified of acceptance to the School or assigned a lottery number in the event that applications exceed capacity. If capacity is not reached after the established enrollment period, subsequent applications will be accepted as received.

Upon submission of an application the information is reviewed for eligibility of attendance. Proof of residence in a particular area and age requirements are verified. At each phase of the admission process, the appropriate correspondence will be generated and communicated to each applicant. The data will be monitored and reports created to determine the need for a lottery, wait-lists, and letters of acceptance. If, at the end of the Open Enrollment period, there is an over subscription for any grade level, a Lottery will be conducted.

In subsequent years, applications will be accepted each year during an Open Enrollment period and continuously to maintain capacity in each grade level. All applications will be date/time stamped as they are received and filed by grade level. If the number of applications exceeds the capacity of a program, class, grade level, or building, a public lottery will be held to determine which applicants are admitted. The number of seats available will be determined by the number of students who recommit minus the capacity. The drawing will continue until every name has been drawn and scheduled for enrollment, placed on a numerical waiting list, or placed back into the applicant pool.

The lottery will be system generated. If an applicant is selected in the Lottery, the parent/guardian of the applicant will be offered a seat no later than twenty-one (21) days after the date of the Lottery. If an accepted applicant decides not to attend the school, the slot will be given to the first person on the waiting list. All accepted applicants will be provided with access to registration requirements.

JBH founders will focus its recruitment on the specific families we are targeting--through a local neighborhood campaign. We will knock on doors, talk to families directly, and encourage families to spread the word. We will

specifically target the outlying areas around the Local District, giving these families the most current information about our school, so they can sign up for the lottery and have a good chance of admission. We will actively recruit to make it happen.

Check which of the following enrollment preferences, as permissible in Arkansas Code Annotated §6-23-306(14)(C), would be allowed at the charter school.

- 1. Children of founding members of the charter
- 2. Siblings of enrolled students
- 3. No enrollment preferences (No other boxes may be checked in order to select this option.)

If box 1 and/or 2 are checked, explain the policy.

Applicant Response:

Children of Founding Board Members and siblings of enrolled students will be given enrollment preference. Up to five spaces will be held for the children of founding board members. The spaces will be reserved until a published date and will be released if not filled.

The children of Founding Board Members who were not exempt from the lottery process and were not accepted in the lottery will be placed on a Founder Preference List. These students will be given the first opportunity to enroll as space becomes available. Students on this list with the lowest lottery number will be placed first.

Siblings of enrolled or accepted students who were not accepted in the lottery will be placed on a Sibling Preference List. These students will be made an offer of enrollment after students on the Founder Preference List as space becomes available. Students on this list with the lowest lottery number will be placed first.

It is affirmed that a random, anonymous student selection method will be utilized in the event that more students apply for admission to the open-enrollment public charter school than can be accommodated under the terms of the charter, except as allowed for in Arkansas Code Annotated §6-23-306(14)(C).

- Yes
- No

Describe procedures for conducting the an annual single lottery enrollment process, including the timeline for enrolling, the date of the lottery, and the way in which students will be placed on waiting lists, and the process for notifying parents about each child’s selection or order on the waiting list. Explain how the charter will ensure that the lottery process is transparent to the public.

Applicant Response:

Procedure for conducting lottery enrollment

To apply for enrollment to LSA, prospective students must complete an application. The Office of Charter Schools will develop a standard student enrollment application that must be used by all potential students. The application will be provided to the community in multiple languages. LSA will proactively inform the communities about the school for the purpose of generating interest in attending the school. By law, LSA will be required to establish policies that outline outreach and recruitment programs; these programs must encourage the enrollment of a diverse student population. Outreach policies should include multiple approaches to recruitment that notify the entire enrolling community, including families that may be hard to reach. Methods may include public notices, open houses, coordination with other schools, community meetings, visits to community centers, web-based notifications and portals, mailings, and door knocking.

Tentative Open Enrollment and Lottery Dates (Subject to Change)

Open Enrollment begins: Wednesday 3/1/17

Lottery Determination Date/Close of Open Enrollment: Monday 4/3/17

Lottery If Needed: Tuesday

Students placed on waiting lists

In the event of a charter school lottery, all students in the lottery pool shall be drawn. Once all available seats have been filled based on the order applicants were selected, the remaining applicants in the pool must be placed on a waiting list ranked in the order that they were drawn. Applicants should be permitted to apply to the school at any point during the school year. In cases where these applicants apply after a lottery is held and a waiting list is already created, the new applicants should be placed at the end of the existing waiting list, in the order their applications are received.

Charter schools must maintain the current year's waiting list through the end of the last regular day of school of the school year. After the close of the last school day of the year, waiting list results may not roll over. The next (upcoming) school year's waiting list shall serve as the basis for enrollment offerings as spaces become available. All applicants remaining on the waiting list at the end of the current year must reapply to be included in the lottery for the upcoming school year.

For example, if the current school year ends on June 30 and a current student departs on May 21, the school should offer an enrollment opportunity to the next student on the current school year's waiting list. However, if the school year ends on June 30 and a charter school receives notice of a student's intent to depart at the end of the school year (and is thus effective July 1), the vacancy should be offered to the top most applicant on the upcoming year's waiting list.

Process for notifying parents

1. Within seven days after conducting the selection process, Lockesburg STEM Academy will send an offer letter to the parent, guardian, or other person who submitted an admission request on behalf of the student, advising the person that the student has been selected for admission to Lockesburg STEM Academy. The offer letter must be signed by the student's parent or guardian, and returned to LSA by the date designated in the offer letter from LSA.
2. Within seven days after conducting the selection process, Lockesburg STEM Academy will send a letter to the parent or guardian, or other person who has submitted an admission request on behalf of the student, advising them that the prospective student is not eligible for admission, but will be placed on a waiting list and may be eligible for admission at a later date if a seat becomes available.
3. If a parent, guardian, or other person receives an offer letter on behalf of a student and declines admission, or fails to sign and return the offer in a timely manner by the date designated in the offer letter, then the name of that student will be stricken from the final selection list, and that seat will be made available to the next eligible student on the final selection list.
4. If a student withdraws from Lockesburg STEM Academy during the school year for any reason, then the seat that opens in that grade will be made available to the next eligible student on the final selection list.

Lottery process is transparent

If the initial capacity of Lockesburg STEM Academy is insufficient to enroll all prospective students, or if capacity is insufficient to enroll all prospective students in subsequent school years, then LSA will determine who will be offered admission to LSA by conducting a fair and equitable selection process. That process will use a randomized method for identifying the draw order for the grades and for all student applications. The method will be transparent and follow a clearly defined process. LSA will be using the randomized method in an effort to increase the accuracy of the data and reduce the amount of time required to perform the lottery.

If it is believed that the use of a weighted lottery is required by federal court or administrative order, explain and furnish a copy of the order.

Applicant Response:

We will not have a weighted lottery.

Explain how students leaving the charter during the school year will impact students on the waiting list.

Applicant Response:

Waiting List Procedures 6-23-306 (B)(i)(a)

- a) If a student stops attending LSA or declines admission, the next student on the Waiting List for that grade will be offered admission; this will be repeated until the vacant seat is filled.
- b) No student will be admitted ahead of other eligible students on the wait list unless said student is either a sibling of a currently attending student at the time an offer of admission is made, or a resident of Sevier County (6-23-306) (B)(i)(a).
- c) Students on the Waiting List will be contacted by phone with any offer of admission to the school. It is the parent/guardian's responsibility to notify the school with any change of contact information.
- d) Any student who is offered a seat at LSA and declines admittance, will need to reapply. Starting in March 2017, all students who are already on the school's Waiting List will remain on the Waiting List advancing one grade level yearly until their name comes to the top of their grade list and they are offered admission to attend LSA. Parents/guardians are encouraged to contact LSA once a year to update their child's information and track their child's movement on the Waiting List.
- e) All other students applying to LSA, after March 2017, must complete an Application for Admission yearly if they are not offered admission. All students who sign up for enrollment will be part of a lottery to determine their placement on the Waiting List.
- f) These students will take part in a lottery, by grade, and will then be added to the existing grade Waiting List of the students who applied before April 2017, following the sibling, resident and nonresident preferences.
- g) Students who are on the Waiting List as non-siblings and become a sibling, due to the acceptance and attendance of their brother/sister, will be given sibling status. It is the parent's responsibility to notify the school if this occurs. If a student currently on the Waiting List changes his/her grade, it is the parent's responsibility to notify the school.
- h) LSA will keep accurate and secure electronic and paper records of the Waiting List. The Waiting List will contain the name (first, middle, last), home address, telephone number, grade level, date of birth, and sibling status of each student who enters a lottery but does not gain admission. It is the parent/guardian's responsibility to notify the school with a change in sibling status.
- i) When a student stops attending the school for any reason, the school will attempt to fill that vacant seat up to February 15th of that school year. LSA must replace any student who leaves the school in grade K-8th with a student in the same grade level, if the replacement takes place on or before February 15^h. If a student in grade K-8th leaves the school after February 15th that vacancy may be filled in the current school year or in the following school year with a new student in the subsequent (next) grade level, at the school's discretion.

j) If a vacancy is not filled after February 15th the opening will move into the next grade to be filled for the following school year if such grade is not grades 7, or 8. Seats for students who have accepted an offer of admission in the charter school but have never attended are exempt from this provision (6-23-306) (B) (i)(a)(2).

13. Name any founders or board members of the proposed charter's sponsoring entity, management company staff, and/or leaders of the proposed charter who have any prior involvement in the operation of one or more other charter schools and complete a Prior Charter Involvement **template** for each individual listed.

Applicant Response:

There are no founders or board members of the proposed charter's sponsoring entity that has any prior involvement in the operation of one or more other charter schools.

14. Summarize the job descriptions of the school director and other key personnel by completing the information fields below for each position. Specify the salary range, qualifications, and job duties to be met by professional employees (administrators, teachers, and support staff) of the program.

Applicant Response:

ADMINISTRATORS

Administrator Position: Principal

Reports to: Assistant Superintendent

Salary Range: \$79,760 - \$101,583

Minimum Qualifications Required

Education Required:

Master's degree in educational administration or School Leadership

Experience Required:

Three years experience as a classroom teacher

Three years of experience in instructional leadership roles

Certification Required:

Arkansas principal or other appropriate Arkansas certificate

Job Duties: List up to 5 key duties this individual will perform.

- Demonstrate relentless commitment to academic achievement of all students.
 - Demonstrate effective customer service strategies to all district patrons.
 - Communicate and promote expectation for high-level performance from staff and students; hold staff and students accountable for high performance; recognize excellence and achievement.
 - Monitor instructional and managerial processes to ensure that program activities are related to program outcomes and use these findings for corrective action and improvement, as well as for recognition of success.
 - Develop budgets based upon documented program needs, estimated enrollment, personnel and other fiscal needs; implement programs within budget limits; maintain fiscal control; accurately report fiscal information.
-

Administrator Position: Director of School, Community, and Parental Involvement

Reports to: Superintendent

Salary Range: \$51,600-78,061

Minimum Qualifications Required

Education Required:
Master's Degree

Experience Required:
Three years' experience in administrative position

Certification Required:
Administrative certification

Job Duties: List up to 5 key duties this individual will perform.

- Supervise, manage, and coordinate the activities regarding business and community partnerships, volunteers, parental involvement, and public relations.
 - Supervise leadership in collaborative processes to develop district-wide plans with staff, parents, and community members, including publication of district volunteer handbook and an annual schedule of parental involvement activities.
 - Work effectively with parent groups, Chamber of Commerce, the municipal staff, other community organizations, and patrons to facilitate the mission of the school district.
 - Compile and manage budgets and cost estimates based upon documented program needs; ensure that programs within the defined area of responsibility are cost effective and funds are managed prudently.
 - Supervise effective incentive and recognition programs for exemplary employee performance (e.g., administrators, teachers, classified/auxiliary groups, and staff).
-

TEACHERS

Teacher Position: Classroom

Reports to: Principal

Salary Range: \$38,200-52,700

Minimum Qualifications Required

Education Required:

Bachelor's degree from accredited university

Experience Required:

At least one year of student teaching or approved internship

Certification Required:

Valid Arkansas teaching certificate with required endorsements for subject and level assigned

Job Duties: List up to 5 key duties this individual will perform.

- Plan and use appropriate instructional and learning strategies, activities, materials, and equipment that reflect understanding of the learning styles and needs of students assigned.
- Demonstrate relentless commitment to academic achievement of all students.
- Communicate and promote expectation for high-level performance from students; hold students accountable for high performance; recognize excellence and achievement.
- Assess, track, and provide feedback promptly and often to students on their progress and assignments and maintain record of grades. Work with other members of staff to determine instructional goals, objectives, and methods according to district requirements.
- Establish and maintain open communication with parents and students concerning academic and behavioral progress of students.

Teacher Position: Special Education

Reports to: Principal

Salary Range: \$38,200-52,700

Minimum Qualifications Required

Education Required:

Bachelor's Degree

Experience Required:

Certification Required:

Hold or be eligible to obtain teacher certification in special education.

Job Duties: List up to 5 key duties this individual will perform.

- Establish and enforce rules for behavior and procedures for maintaining an environment conducive to learning for all students.
- Meet with parents to discuss their children's progress and to determine priorities for their children and their individualized educational needs.

Job Duties: List up to 5 key duties this individual will perform.

- Confer with parents, administrators, testing specialists, social workers, and other professionals to develop individualized education programs (IEPs) designed to promote students' educational, physical, and social/emotional development.
- Maintain accurate and complete student records and prepare reports on children and activities, as required by laws, district policies, and administrative regulations.
- Establish clear objectives for all lessons, units, and projects and communicate those objectives to students.

SUPPORT STAFF

Support Staff Position: Nurse

Reports to: Director of Special Services

Salary Range: \$31,399-45,507

Minimum Qualifications Required

Education Required:

Graduate of an accredited professional nursing education program

Experience Required:

Two years nursing experience, preferably in community health

Certification Required:

Valid registered nurse licensed to practice professional nursing in Arkansas from the State Board of Nurse Examiners

Job Duties: List up to 5 key duties this individual will perform.

- Coordinate health service activities with the instructional program.
- Plan and implement health assessment and screening programs.
- Assist in control of communicable diseases by interpreting the policies and procedures for control of communicable disease within the school.
- Coordinate referrals to health care professionals for medical diagnostic services and treatment as needed.
- Implement and comply with policies established by federal and state law, Arkansas Dept. of Education and local board policy in the area of health services.

-
15. Explain how the school will conduct its business office. Tell about business office personnel and describe the plan for managing procurement activities, and the process by which the school governance will adopt an annual budget.

Applicant Response:

The Board is responsible for the completion and results of all accounting reports as required by law, regulation, or the charter, including a report of budgeted and actual expenses. The Board will provide any information required by the ADE or its auditors. LSA will use the chart of accounts outlined in the Arkansas Financial

Accounting Handbook, as reported via APSCN.

The Board will designate one of its members, to serve as the Treasurer of the school. The Treasurer has the oversight responsibility for all funds and securities and for monies due and payable from any source, including the deposit of monies in the banks, trust companies, or other depositories as will be selected in accordance with the provisions of the Bylaws.

The Treasurer will receive supporting documentation for all invoices as well as a transaction listing of all activity in the school's bank account. In addition to reviewing the actual monthly and year-to-date results for the school, the Treasurer will review a monthly projection for the balance of the school year in order to provide the Board with visibility to the projected financial position of the school at the end of the fiscal year. This report will be reviewed at each Board meeting to ensure that the school has sufficient funds to meet all of its obligations and to stay on a sound financial footing. Potential shortfalls will be identified with sufficient time to make adjustments in the school's operations to ensure that a sufficient fund balance is always available at the end of each school year.

LSA will use industry-standard accounting software to ensure proper bookkeeping. LSA will also establish policies and procedures and will institute rigorous financial controls including the following:

LSA will develop and maintain simple check request and purchase order forms to document the authorization of non-payroll expenditures. All proposed expenditures must be approved by a designee of the Board. The designee will review the proposed expenditure for approval and to determine whether it is consistent with the Board's adopted budget. Supporting documentation will be required for all expenditures.

To ensure fiscal responsibility and compliance, the Board will meet regularly to review the operations and financial performance of the school.

LSA will maintain its accounts at a federally insured commercial bank or credit union. Funds will be deposited in non-speculative accounts including federally-insured savings or checking accounts or invested in non-speculative federally-backed instruments. Access to these accounts will be limited to individuals designated by the Board.

Each month, LSA will produce a set of detailed financial statements that include a statement of activities, a balance sheet, bank reconciliations, invoice detail, payroll registers, any grant fund expenditures, cash receipts from all sources, and a transaction listing of all activity. The Treasurer will be provided with access to such financial documents for review as an increased measure of oversight and governance.

The Board will use a sound budgeting and forecasting policy and procedures to monitor revenue and authorize expenditures according to any restrictions placed on such revenue. A detailed revenue and expense statement will be reviewed at each Board meeting and will serve as the vehicle to authorize future expenditures, along with the adopted budget and other policies.

Plan for Managing Procurement Activities

LSA is requesting a waiver from §6-21-301 et seq. to contract with outside sources before conducting a background check for their legitimacy to provide educational services, which are only available from a single source and thus exempt under §6-21-305. The Board will follow state regulations regarding all other procurement activities. Should the waiver not be granted, LSA will follow the required process for a contract with an educational service provider.

Board members have experience operating businesses and schools and are familiar with standard procurement processes including the Request for Proposal process. The Board will work with legal counsel to ensure all required procurement steps are completed and that all regulations are met.

Personnel who will Perform Business Duties

LSA intends to contract with Juanita Smith Bookkeeping for business support and assistance with performing various financial functions. Juanita Smith will be required to provide financial reports and supporting documentation for all expenditures to the Treasurer and the Board as a whole. The Charter School Financial

Services team and Smith Bookkeeping will work together to ensure an exemplary audit record. Functions performed by this team, under the direction of the various boards, include:

- Preparing financial reports and disclosures to meet the reporting needs of multiple schools in various states.
- Performing daily accounting activities and general ledger maintenance to record charter school financial activity.
- Providing accounting and financial/legislative audit support services for schools reporting under non-profit and governmental GAAP.
- Monitoring federal/state accounting and regulatory requirements unique to various states to ensure school compliance.
- Assisting with developing internal control design and providing support for the implementation of school financial processes and procedures.
- Assisting with financial budgeting and forecasting functions on behalf of the schools.
- Providing training sessions to school management to increase their awareness of financial and compliance matters unique to their school.

Juanita Smith Bookkeeping will work closely with the Treasurer and the Board to deliver information in a manner that ensures proper oversight is maintained over the school's financial operations.

Timeline and Process by which the Board will Review and Adopt an Annual Budget

On an annual basis and prior to any deadline specified in the charter, LSA will present a balanced budget (i.e. not resulting in a cumulative net asset deficit) for the following fiscal year to the ADE or its auditors.

Developing LSA's annual budget will be an iterative process incorporating input from key stakeholders including the designated members of the Board including the Board Treasurer and the school's Principal. A preliminary budget based on initial assumptions will be presented to the Board for approval before the start of the school year. Once the beginning enrollment and updated per pupil funding figures are known, a revised budget will be prepared. On a monthly basis, the budget will be compared to actuals and a re-forecast will be prepared. This process will provide the Board with the ability to change the financial direction of the school at any point.

Balanced Two-Year Budget

A balanced two-year budget estimate is included in Attachment 6. The budget does not rely on one-time grants or other funds not presently guaranteed. It includes costs for all personnel, programs, and expenses.

Complete the budget template showing a balanced budget with realistic expectations of revenue and expenditures.

Provide the minimum number of students who must attend the charter in order for the school to be financially viable. Describe the method used to calculate this number. Tell who made the calculations and describe the financial expertise of the individuals who assisted in this assessment.

Describe the contingency plan if fewer students than necessary for financial viability enroll before the first day of school. Provide a detailed explanation of the ways in which the charter leaders will provide the education program outlined in the application to fewer students that determined necessary for financial viability or a date certain by which charter leaders will notify the parents, leaders of surrounding districts and open-enrollment charters, and staff at the Arkansas Department of Education that the school will not open as anticipated.

Explain how charter leaders will provide the education program outlined in the application if enough students for financial viability enroll and are admitted but fail to arrive when school begins.

Describe preparations to pay for any unexpected, but necessary and possibly urgent expenses.

Explain how the amounts of federal funds included in the budget were calculated.

Applicant Response:

The school's mission is to offer families throughout the state access to a quality education by providing the personalized learning inherent in a high quality STEM school. In order to achieve its mission, the school must remain fiscally sound.

The completed budget template, is carefully aligned to the mission of the school and demonstrates a school with sound financial planning.

Revenue is limited to State Charter School Aid. Enrollment figures have been based on the projections for the initial size of the school and subsequent school growth and are consistent with demand in Arkansas for full-time virtual education.

Expenditures are based upon reasonable estimates of anticipated expenses and are aligned to the school's mission and performance goals. A majority of the school's expenses will be variable instead of fixed.

Personnel assumptions are based on staffing ratios that have been found to be effective in with smaller classrooms. Substitute teachers are required in the event a teacher is absent or in training. LSA does intend, however, to identify some substitute teaching resources to address longer-term absences if needed.

School administrators and staff will be employed by LSA through the professional services agreement, but serve at the pleasure of the Board of Directors.

For expenditures other than personnel, the budget assumes that expenses will be consistent with the full-time charter school supported by LSA's. In the completed budget template, the anticipated expenses can be found under the following expenditure types:

- Administration
- Regular Classroom Instruction

- Special Education
- Auditor
- Maintenance and Operations

For Fiscal Services, the budgeted expenditure covers expenses such as:

- School Financial Services
- Federal Programs Support
- Payroll
- Accounts Payable
- Cash Flow Protection
- School Business Support
- Internet Subsidy Management and Payment Processing

For Maintenance and Operations, the budgeted expenditure covers expenses related to:

- Systems Administration
- Telecommunications Support
- Facilities Support Services
- Insurance/Risk Management Support
- Purchasing Support

The Board understands ELL and guidance services are not special education programs. These bundled purchased services are included within the “Special Education Oversight and Support” fee. For Special Education, the budgeted expenditure covers expenses related to special populations such as:

- Special Education Protocol Development
- Special Education Training and Professional Development
- Special Education Oversight and Compliance Support
- IEP Management Software and Support
- Assistive Technology Procurement
- Special Education Service Provider Coordination
- Accessibility Support
- 504 Plan Guidance
- At-Risk Population Support Services
- ELL Support (provided by ESOL/TESOL certified leaders and teachers)
- School Counseling Support

Minimum Number of Students Required for Financial Viability

Although LSA can budget for a minimum enrollment level, the revenue would not support some of the features proposed in this application. Any changes to the model presented in this application would require discussion and a decision by the Board.

In the event that enrollment is less than anticipated, the school would remain financially viable and the model would remain consistent with the adopted budget. Most expenses of the school are anticipated to be variable instead of fixed. This will ensure the majority of expenses will flex up and down with enrollment, thus cushioning the impact of lower than estimated revenue due to an enrollment shortfall.

16. Describe the manner in which an annual audit of the financial and programmatic operations of the school will be conducted. If the school wishes to request that the authorizer allow a licensed accountant or licensed certified public accountant, rather than the Legislative Auditor, to perform the first-year audit, identify the accountant by name, firm, address, and phone number. The named accountant must meet the requirements of ADE Rules Governing Publicly Funded Educational Institution Audit Requirements, including the prohibition on auditors providing non-audit services (such as accounting or consulting services) to auditees. A school's preference as stated in this application may not be changed without prior approval of the authorizer.

Applicant Response:

Provisions that will be made for conducting annual audits. The LSA Board will be steadfastly committed to prudent fiscal management of both our public and private resources. The Board will hire a Certified Public Accounting Firm to conduct annual reviews of cash flow, retrospective budget, and financial controls. The audit will be conducted according to Government Auditing Standards Arkansas and included in the Approved Auditor List for charter schools. LSA will provide the necessary financial records, documentation, and data required to complete the financial audit. Upon completion, the audit will be submitted to the Arkansas Department of Education Public Charter School Board and other appropriate authorities as required by law.

Thomas & Thomas LLP is committed to delivering excellent client service in the areas of tax, audit, bond arbitrage, accounting and business advisory services. We focus on thoroughly understanding each client's unique needs and objectives and strive to help them achieve success by providing a combination of personal attention and expertise that results in mutual trust and long-lasting relationships.

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17. It is affirmed that the public charter school will participate in the Arkansas Public School Computer Network, as required by state statute and by State Board of Education rule, for reporting **both education data and financial data, including grant funds or private donations received directly by the charter school.**

Yes

No

18. Describe the facilities to be used. Give the present use of the facility. If the facility to be used for the school is a facility of a school district, describe the terms established by the local school board of the district stipulating the relationship between the proposed public charter school and the district pertaining to the use of the facility. Attach a copy of the agreement, signed by the president of the local school board, the chair or president of the governing body of the proposed open-enrollment public charter school, and the chief operating officer of the proposed charter. If the facility is not operated by a school district, attach a copy of the Facilities Utilization Agreement, signed by the entity owning or operating the facility and the chief operating officer of the proposed charter. A proposed lease may also be submitted but is not required. Please note that any lease or other debt must be approved by the Commissioner of Education.

Applicant Response:

The proposed location is the Lockesburg Elementary campus located at 124 Darter Circle, Lockesburg, AR, 71846. The facility is a one story, 30, 696 square foot structure with a gymnasium, maintenance shop, childcare center, and separate music room. There are approximately 20 classrooms, a science lab, media center, library, nurse station, cafeteria, and playground for physical activities. There are two offices for the principal and assistance, copy room, filing room for student records that is connected to the administrative assistance office. The site is located of approximately 32 acres, giving it adequate room for future additions and instructional space to accommodate enrollment through grade 12. The proposed school has not been in operation approximately four years. The DeQueen Superintendent is the current overseer.

As a contingency for LSA and school space, we have identified a location in Nashville, AR. This site is a former grocery store with more than 20,000 sq. ft. of appropriate space. We are currently reaching out to the owner of the property to finalize a purchase price or a lease-to-own opportunity until LSA has sufficient credit and / or reserves to purchase the site outright.

Site renovation.

The site previously used would not need any renovation, as it was recently updated. If the site is ultimately unavailable, LSA will attempt to identify a school or other vacant buildings near Lockesburg or DeQueen that does not require extensive renovation so that resources can be focused on activities that directly impact instruction and student achievement. If it becomes necessary for LSA to acquire space in a facility requiring renovation, we will establish a line of credit with a third party to finance the additional costs. Suntrust and Old Point National Bank has offered to consider such a line of credit.

Accessibility of the facility.

LSA will work to identify and secure a facility that is programmatically accessible to all students who wish to attend. The mission of LSA - to educate responsible citizen-scholars for success in the college of their choice and a life of public leadership - does not exempt students with special needs. LSA will be deeply committed to serving all students in our community and firmly believes that all students should have access to a high-quality education. As such, LSA is intent on ensuring that, regardless of mobility limitations, students have access to the entirety of its programmatic offerings in a safe space that promotes a high achievement.

Timetable for acquisition of a site.

Should the facilities under consideration be unavailable, there are a number of other facilities we are exploring including some local Churches of Lockesburg, DeQueen, and Texarkana, AR. The following table provides a planned time-line for acquiring a site for the Upper Academy.

Task	Due Date	Responsible Party
Hire Head of School	July 2017	LSA Board
Thorough review and exploration of sites available	October 2016	Head of School
Signed lease or purchase agreement	November 2016	Head of School
Renovation begins (if needed)	December 2016	Head of School

Renovations ends (if applicable)

May 2017

Head of School

Furniture and equipment moved, leased or purchased

June 2017

Head of School

Identify the owner(s) of the proposed facility and describe their relationship, if any, with:

- (1) Members of the local board of the public school district where the proposed open-enrollment public charter school will be located,
- (2) Employees of the public school district where the proposed open-enrollment public charter school will be located,
- (3) The eligible entity sponsoring the open-enrollment public charter school, or
- (4) Employees/directors/administrators of the sponsoring entity or proposed open-enrollment public charter school.

Applicant Response:

The facility is being overseen by DeQueen Public School System.

No members of the Board have an interest or relationship with the potential owner. No employees of the public school district, the open enrollment charter school, or any other interested persons have any relationship with the DeQueen Public School District.

The facility will be in compliance with all requirements for accessibility in accordance with the Americans with Disabilities Act (ADA) and Individuals with Disabilities Education Act (IDEA) and all other state and federal laws and local zoning ordinances.

Yes

No

If the facility does not currently meet these requirements, provide a list of items that will need to be addressed to bring the facility into compliance. Also include a statement of permissible uses for the facility from the local zoning authority, and whether there are any alcohol sales within 1,000 feet of the facility.

Applicant Response:

The building does meet ADA and life safety codes. Each classroom has handicapped accessible bathrooms, water fountains, and sinks. Restrooms that are throughout the hallways is handicapped accessible as well. Each classroom has phone jacks and a PA system, all fire alarms and extinguishers are still being checked by the Lockesburg volunteer fire department.

The property is located within the city limits of Lockesburg, AR and is therefore required to adhere to the zoning requirements set forth by the city of Lockesburg and DeQueen Planning and Highway Safety Department. The subject property is currently zoned 1.

The site has been occupied by the Lockesburg School District since the early 1960's when it was constructed. Lockesburg's Superintendent had to consolidate with the DeQueen school district due to a decrease in student enrollment.

There are no establishment that sell alcohol within 1,000 feet of the site.

19. For each and every individual specifically identified by name in Section A of the application (the contact person, chief operating officer, board members, and other individuals), identify any family or financial relationship which may exist between that individual and:
- (A) Any other individual specifically identified by name in Section A of the application;
 - (B) Any individual or entity with whom the sponsoring entity or charter school has contracted, or intends to contract, to provide any services or products for the proposed charter school; and/or
 - (C) The owner(s) of the facilities to be used.

For the purpose of this prompt, an individual has a financial relationship with another individual or entity if he or she:

- (1) Receives compensation or benefits directly or indirectly from the entity or individual;
- (2) Is an officer, director, partner, employee, or owner of more than 5% of the shares of an entity that is a corporation, partnership, sole proprietorship, or LLC; and/or
- (3) Has a family member (spouse, sibling, parent or child, or the spouse employee, or owner of more than 5% of the shares of an entity that is a corporation, partnership, sole proprietorship, or LLC.

Applicant Response:

None of the Board Members, who are volunteers are not receiving any pay for being on the Board and no board member assisted in writing this application, as identified in Section A of the application:

None of the Board Members have a family or financial relationship with any other individual specifically identified by name in Section A of the application; or any individual or entity with whom LSA have contracted, or intends to contract, to provide any services or products for LSA; or the owner of the facilities intended to be used.

None of the Board Members receive compensation either as an employee or independent contractor, from Lockesburg STEM Academy. Further, none of the Board Members are an officer, director, partner, employee, or owner of more than 5% of the shares of an entity that is a corporation, partnership, sole proprietorship, or LLC.

None of the Board Members have a family member (spouse, sibling, parent or child, or the spouse of a sibling, parent, or child) who is an officer, director, partner, employee, or owner of more than 5% of the shares of an entity that is a corporation, partnership, sole proprietorship, or LLC.

Explain the procedures to be followed if a conflict of interest is identified. The procedures must ensure that all actions are in the best interest of the school and the students at the school.

Applicant Response:

The Board is committed to the highest standards of ethical conduct. The purpose of a Conflict of Interest policy is to protect LSA when the Board is contemplating a transaction or arrangement that might impermissibly benefit the private Financial Interest of an Officer or Director of the Board. In addition, the Conflict of Interest policy provides the Board with a procedure which, if observed, will allow a transaction or arrangement to be treated as valid and binding even though Board Director has, or may have, a Conflict of Interest with respect to the transaction.

The Board places great importance on making clear any existing or potential Conflicts of Interest. All such Conflicts of Interest shall be declared by the member concerned and noted in the Board meeting minutes.

Duty to Disclose

In connection with any transaction or arrangement that might give rise to a Conflict of Interest, an Interested Person must disclose the existence of his or her Financial Interest and must be given the opportunity to disclose all material facts to the Board. The Interested Person must make this disclosure at the start of the regularly scheduled Board meeting following discovery of the Financial Interest; provided, however, that no action can be taken on such disclosure unless the issue was identified in the posted agenda for the meeting where required by the Open Meetings Law.

Determining Whether a Conflict of Interest Exists

After disclosure of the Financial Interest and all material facts, and after any discussion with the Board, the interested Board member shall not participate in the discussions or vote on the matter. The remaining Board members and Board Counsel will determine whether a Conflict of Interest exists.

Procedures for Addressing the Conflict of Interest

- If the Board determines that a Financial Interest of a Board member constitutes a Conflict of Interest, the Board Chair (or acting Board Chair if the sitting chair is the Interested Person) shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement giving rise to the conflict.
- After exercising due diligence, the Board shall determine whether it can obtain a more advantageous transaction or arrangement with reasonable efforts from a person or entity that would not give rise to a Conflict of Interest.
- If a more advantageous transaction or arrangement is not reasonably attainable, and the State's Ethics Laws do not prohibit or invalidate the proposed transaction, the Board or committee shall determine by a majority vote whether the proposed transaction or arrangement is in the School's best interest, for its own benefit, and whether the transaction is fair and reasonable to the School. Based on this determination, the Board shall decide whether to enter into the proposed transaction or arrangement.
- The Board shall make its determination using the Rebuttal Presumption Checklist (Property) as a guide.

Violations of the Conflict of Interest Policy

- If the Board or committee has reasonable cause to believe that a member has failed to disclose an actual or

possible Conflict of Interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.

- If, after hearing the response of the member and making such further investigation as the Board deems warranted under the circumstances, the Board determines that the member has in fact failed to disclose an actual or possible Conflict of Interest, the Board shall take appropriate corrective action.

Records of Proceedings

The minutes of the Board shall document the Conflict of Interest and contain:

- The names of the persons who disclosed or otherwise were found to have a Financial Interest giving rise to an actual or possible Conflict of Interest, the nature of the Financial Interest, any action taken to determine whether a Conflict of Interest was present, and the Board's decision as to whether a Conflict of Interest in fact existed.
- The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken on the subject.

Compensation

- A voting member of the Board who receives direct or indirect compensation from the School for services that are necessary for carrying out LSA's purposes (other than serving as a Board Director), where this is permitted by law or not otherwise prohibited, is precluded from participating in discussions or votes pertaining to that member's compensation.
- A voting member of any committee whose jurisdiction includes compensation matters and who receives direct or indirect compensation from LSA for services is precluded from participating in discussions or votes pertaining to that member's compensation.
- When setting compensation for any individual, the Board committee with jurisdiction over compensation matters shall set such compensation using the Rebuttable Presumption Checklist (Compensation).
- No Board member is precluded from providing information to the Board of Directors or any committee of the Board regarding member compensation.

Annual Statements

Each Director and member of the Board shall annually sign the Conflict of Interest Disclosure Statement, which affirms that the Board member:

- Has received a copy of the Conflict of Interest Policy
- Has read and understands the Policy
- Has agreed to comply with the Policy
- Understands that LSA is a charitable organization and that in order to maintain its federal tax exemption, it must engage primarily in activities that accomplish one or more of its tax-exempt purposes

Periodic Review

The Board shall conduct periodic reviews to ensure that LSA operates in a manner consistent with its charitable purposes and does not engage in activities that could jeopardize its status as an organization exempt from federal income tax. The periodic reviews shall, at a minimum, address the following subjects:

- Whether compensation arrangements and benefits are reasonable and the result of arm's-length bargaining and do not result in Inurement or impermissible private benefit.
- Whether partnership and joint venture arrangements and third party transactions conform to written policies, are properly recorded, reflect reasonable payments for goods and services, further the LSA's charitable purposes, and do not result in Inurement or impermissible private benefit.
- Whether agreements with employees and third-party payers further the LSA's charitable purposes and do not result in inurement or impermissible private benefit.

In conducting the periodic reviews provided for above, LSA may use outside advisors. The use of outside

advisors does not relieve the Board of its responsibility for ensuring that periodic reviews are conducted.

20. Describe the manner in which the school will make provisions for food services. State whether the proposed charter school will apply to participate in the federal National School Lunch program or other federal nutrition programs.

Applicant Response:

The school will seek out a local vendor to supply hot and cold nutritious meals for all students every day at a reasonable cost through the Request for Proposals (RFP's) process. The nurse will consult with the vendor to ensure that menus are healthy and that foods that may trigger any severe allergies are either left out or easy to identify. While the specifics of the menus can only be developed once the nurse/nutritionist is hired and the vendor selected, in general, students will have milk, fruit and an entrée each day, and there will always be a vegetarian option to include students with dietary restrictions. Students who need free or reduced price lunches will have them provided. The school plans to participate in the National School Lunch Program. The school plans to offer breakfast, lunch and an after-school snack through contracted services with a local vendor. The budget assumes 60% of the students enrolled would qualify for free and reduced priced meals as indicated in the calculation of NSLA funding and Title 1 funding. Any student who does not qualify for a free or reduced price lunch will pay for lunch and for breakfast per meal, per day and the after-school snack at cost. The school will use the process outlined in the Arkansas Department of Education School Eligibility Manual to determine eligibility.

21. Describe how the parents or guardians of the enrolled students and other members of the community will be involved with the school to positively impact the charter school's educational programs.

Applicant Response:

Lockesburg STEM Academy is dedicated to a positive parent and student experience; hence, it considers parents and students as well as the community in general as its customer base. Therefore, communicating with them has utmost importance for both the success of the schools educational program as well as its financial health. Upon the approval of the Lockesburg STEM Academy charter application, the school will start accepting applications and publicize its educational program through its website, flyers, bulletins, newspaper ads, mailings, town meetings, informational open house sessions, and/or presentations where prospective parents and students can learn more about the schools educational program.

A Family, Student and School Compact which details expectations for the school, families and students. The more aligned the school and students' homes are in regards to student expectations at school, the stronger the experience and more successful the student will be.

Home Visits welcome families into the education process, educate teachers about their students and families and help the school begin the process of family involvement. It also provides a forum to answer family questions and confirming the student's enrollment.

A Back To School Night provides a forum for families to learn about the school's academic program, tour the school building and receive the Student-Family Handbook. All new students, families and staff participate in an orientation to welcome them to the LHA community.

Weekly/Bi-Weekly Communication from both the school leader and classroom teacher provides ongoing updates on school events, classroom instruction and individual student progress.

Monthly Family Meetings for families include information about how families can help students at home as well as some cultural education for families.

Quarterly Parent/Student-Teacher Conferences are opportunities for teachers to meet with the student and his/her family to discuss progress in school.

We believe that active parent engagement is as important as having a quality educational program. Therefore, once the school starts, parents will be encouraged to form the Parent Volunteer Organization (PVO). Its membership will include all parents, legal guardians and staff at Lockesburg STEM Academy. The PVO's mission will be to promote open communication and understanding between parents and staff, and to enhance the education experience of each child. The PVO will support teachers in classroom setting, hold fund-raisers for supplemental educational materials and experiences, and support school and family social interaction.

Active involvement of all stakeholders will ensure the success of LSA and the successful fulfillment of the school's charter. Parents, employees, and community members will be actively involved in the planning the school's future and developing close relationships with each other.

Administrators and teachers will have regularly scheduled staff meetings to discuss issues important to the school and maintaining the charter. Professional development will also be conducted at the staff meetings and offered periodically throughout the year.

22. Explain what the charter founders and other leaders are doing or will do to ensure the success of the charter school in perpetuity.

Applicant Response:

Student academic success will be monitored and evaluated by all stakeholders: parents, teachers, students, administrators, and the Board. Strong accountability metrics and a high-quality curriculum will ensure the Arkansas Curriculum Frameworks are implemented with fidelity. Comprehensive but appropriate data collection and analysis through Comprehensive Data Analysis (CDA) will be used to design and implement student supports and interventions. To increase transparency and accountability, the school's performance will be measured and communicated annually to parents and reported monthly by the Board.

To ensure the success of the charter school in perpetuity and the sustainability of the charter in the future, the Board will focus on ongoing professional development for the Board, school leaders, and teachers to ensure professional growth; continue the staggered term limits of board members to ensure the Board can maintain the organizational knowledge base; and maintain appropriate levels of staffing at the school. In addition, the Board will receive ongoing support from the Board of Directors to ensure all state laws are met.

LSA will ensure everyone has access to the education program, including providing a computer and Internet subsidy. LSA is committed to making sure all students can access the program regardless of socio-economic status.

Additionally, the Board will be responsible for ensuring that all aspects of the financial and programmatic accountability systems meet the obligations to the ADE. Plans for monitoring and reporting on the effectiveness of curriculum, instructional methods, and practices include:

1. Student learning: The Board will hold the school faculty, staff, and its support partner accountable for student learning. Examples of student learning outcomes include measurable learning gains, performance on the state standardized tests, and meeting or exceeding Arkansas's Annual Measurable Objectives (AMO).
2. Curriculum Alignment: The content is aligned to the Arkansas Curriculum Frameworks. If the state standards change, the curriculum can also change to maintain alignment.
3. Stakeholder feedback: The Board will take into account and hold the school responsible for implementing constructive and actionable stakeholder feedback, including feedback received from parents and students via emails, mailings and College and Work Readiness Assessment. This integrated rating system allows every student (along with every teacher and Learning Coach) to rate each lesson from one to five stars and give comments. Ratings are used by curriculum staff to identify areas of strength, as measured by student learning outcomes, as well as areas in need of improvement. This same tool is also used to measure the school's success. The College and Work Readiness Assessment system will be fully embraced by students, teachers, and the school's leadership as a dynamic means to provide real-time feedback on the quality of the curriculum and the school.

4. Parent satisfaction: The Board is focused on parent satisfaction. Parents enroll students in Charter schools for a variety of reasons. LSA will measure parental satisfaction and use the data to improve the school. LSA families will be given an annual opportunity to participate in a thorough parent satisfaction survey, conducted by an independent market research firm and overseen by the Board. The school will aim for at least 90% of families to agree that the curriculum is high quality and that they are satisfied with the educational program and instruction.
5. School growth: LSA has a responsible plan for school growth, balancing the desire to serve as many students as possible with the challenges of a growing school that positions both the students and LSA for future success. The school hopes to responsibly grow from 150 students (Year 1) to up to 350 (Year 3) through a combination of parent outreach, high student retention rates, and word-of-mouth recommendations and referrals by local families.
6. Compliance with state and federal laws: The Board will ensure the school is compliant with all applicable state and federal laws regarding public education and specifically charter schools, including ADE policies. This compliance will include the timely and accurate reporting of required state data.
7. Fiscal accountability: The Board is fully committed to fiscal accountability, including cost control, responsible growth, and regular audits. At a minimum on a monthly basis, the Board Treasurer will review all invoices and expenditures and the Board will review a re-forecasted budget in order to adjust to unexpected financial events on a timely basis. The Board will also continually examine processes to make sure best practices are being followed and solid financial accountability is being upheld.

LSA and its Board members will ensure that the school will open on time the first year. In the event that enrollment is less than anticipated, the school would remain financially viable and the model would remain consistent with the adopted budget. Most expenses of the school are anticipated to be variable instead of fixed. This will ensure the majority of expenses will flex up and down with enrollment, thus cushioning the impact of lower than estimated revenue due to an enrollment shortfall.

23. Describe the potential impact of the proposed public charter school on the efforts of affected public school district(s) to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.

Applicant Response:

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

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

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

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

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

24. Complete the following table showing all sections of Title 6 of the Arkansas Code Annotated (Education Code) and State Board of Education rules, including the *Standards for Accreditation of Arkansas Public Schools and School Districts*, from which the public charter school seeks to be exempted in order to meet the goals of the school. Identify the specific statute, rule, or standard requested to be waived by title and number if applicable. **Provide a rationale for each waiver requested that explains how the waiver will increase student achievement and how the increase in achievement will be measured.**

Applicant Response:

Waiver Topic: Alternative Learning Environment

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

- Alternative Learning Environments (ALE)
Ark. Code Ann. §§ 6-15-1005(b)(5) , 6-18-503(a)(1)(C)(i), and 6-48-101 et seq.

Standards for Accreditation

- Standard for Accreditation 19.03

ADE Rules

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

Rationale for Waiver

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

Waiver Topic: Library Media Specialist

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

- Licensed Library Media Specialist Ark. Code Ann. §§ 6-25-103 & 104

Standards for Accreditation

- Standards for Accreditation 16.02.3

ADE Rules

- NA

Rationale for Waiver

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

Waiver Topic: Gifted and Talented

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

- Gifted & Talented Programs Ark. Code Ann. §§ 6-42-101 et seq. and 6-20-2208(c)(6)

Standards for Accreditation

- Standards for Accreditation 18.0

ADE Rules

- ADE Rules Governing Gifted and Talented Program Approval Standards

Rationale for Waiver

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

Waiver Topic: School Year

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

- Start and End Dates for School Year Ark. Code Ann. § 6-10-106 ACA
ACA §6-16-102 School day
ACA §6-18-211 Mandatory attendance for students in grades nine through twelve
ACA §6-18-213(a)(2) Attendance records and reports generally

Standards for Accreditation

- Standards for Accreditation 10.01.4 & 14.03

ADE Rules

- ADE Rules - Mandatory Attendance Requirements for Students in Grades Nine through 12

Rationale for Waiver

Waiver Topic: Superintendent Licensure

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

- Superintendent Licensure Ark. Code Ann. §§ 6-13-109 & 6-17-427 ACA §6-17-302 Public school principals - Qualifications and responsibilities ACA §6-17-309 Licensure – Waiver

Standards for Accreditation

- Standards for Accreditation 15.01

ADE Rules

- ADE Rules Governing the Superintendent Mentoring Program

Rationale for Waiver

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

Waiver Topic: School Board

Statute/Standard/Rule to be Waived

Arkansas Code Annotated

- ACA §6-13-608 Length of directors' terms
ACA §6-13-611(b) and (c) Vacancies generally
ACA §6-13-612 (c) Vacancy – Conviction of a felony
ACA §6-13-613 Temporary vacancies – Vacancies created by failure to participate
ACA §6-13-619(c)(1)(A) and (d)(2) Meetings
ACA §6-13-620(5)(A) Powers and duties
ACA §6-13-630 Election by zone and at large
ACA §6-13-631 Effect of minority population on election
ACA §6-13-1301 et seq. Site-Based Decision Making
ACA §6-14-101 et seq. School elections

Rationale for Waiver

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

2016
Public Charter School Application
Personnel Salary Schedule

Administrative Positions:		2017-2018	2017-2018	2018-2019	2018-2019
<i>Line #</i>		No. FTEs	Salary	No. FTEs	Salary
1	Principal	1	\$92,000.00	1	\$92,000.00
2	Director of Teacher Leadership	1	\$55,000.00	1	\$56,750.00
3	Assistant Principal	0	\$65,250.00	1	\$65,250.00
4	Administrative Assistant	1	\$31,500.00	1	\$31,500.00
5	Subtotal:		\$178,500.00		\$245,500.00
6	Fringe Benefits (rate used 32 %)		\$57,120.00		\$78,560.00
7	Total Administrative Positions:		\$235,620.00		\$324,060.00
Regular Classroom Instruction:		2017-2018	2017-2018	2018-2019	2018-2019
		No. FTEs	Salary	No. FTEs	Salary
8	Teachers	12	\$35,000.00	14	\$36,200.00
9	Aides	2	\$24,000.00	2	\$24,750.00
10	Subtotal:		\$468,000.00		\$556,300.00
11	Teacher Fringe Benefits (rate used 32 %)		\$134,400.00		\$162,176.00
12	Aide Fringe Benefits (rate used 32 %)		\$15,360.00		\$15,840.00
13	Total Regular Classroom Instruction:		\$617,760.00		\$734,316.00
Special Education:		2017-2018	2017-2018	2018-2019	2018-2019
		No. FTEs	Salary	No. FTEs	Salary
14	Teachers	1	\$35,000.00	1	\$36,200.00
15	Aides	1	\$24,000.00	1	\$24,000.00
16	Subtotal:		\$59,000.00		\$60,200.00
17	Teacher Fringe Benefits (rate used 32 %)		\$11,200.00		\$11,584.00
18	Aide Fringe Benefits (rate used 32 %)		\$7,680.00		\$7,680.00
19	Total Special Education:		\$77,880.00		\$79,464.00
Gifted and Talented Program:		2017-2018	2017-2018	2018-2019	2018-2019
		No. FTEs	Salary	No. FTEs	Salary
20	Teachers	0.5	\$35,000.00	0.5	\$36,200.00
21	Aides				
22	Subtotal:		\$17,500.00		\$18,100.00
23	Teacher Fringe Benefits (rate used 32 %)		\$5,600.00		\$5,792.00
24	Aide Fringe Benefits (rate used %)		\$0.00		\$0.00
25	Total Gifted and Talented Program:		\$23,100.00		\$23,892.00
Alternative Education Program/ Alternative Learning Environments:		2017-2018	2017-2018	2018-2019	2018-2019
		No. FTEs	Salary	No. FTEs	Salary
26	Teachers				
27	Aides				
28	Subtotal:				
29	Teacher Fringe Benefits (rate used %)		\$0.00		\$0.00
30	Aide Fringe Benefits (rate used %)		\$0.00		\$0.00
31	Total Alternative Education Program/ Alternative Learning Environments:		\$0.00		\$0.00

English Language Learner Program:		2017-2018 No. FTEs	2017-2018 Salary	2018-2019 No. FTEs	2018-2019 Salary
32	ELL Coordinator	0.25	\$42,250.00	0.25	\$42,250.00
33	ELL Teacher	2	\$35,250.00	2	\$35,250.00
34	Subtotal:		\$81,062.50		\$81,062.50
35	Fringe Benefits (rate used 32 %)		\$25,940.00		\$25,940.00
36	Total English Language Learner Program:		\$107,002.50		\$107,002.50
Guidance Services:		2017-2018 No. FTEs	2017-2018 Salary	2018-2019 No. FTEs	2018-2019 Salary
37	Guidance Counselor	1	\$40,000.00	1	\$4,000.00
38	Subtotal:		\$40,000.00		\$4,000.00
39	Fringe Benefits (rate used 32 %)		\$12,800.00		\$1,280.00
40	Total Guidance Services:		\$52,800.00		\$5,280.00
Health Services:		2017-2018 No. FTEs	2017-2018 Salary	2018-2019 No. FTEs	2018-2019 Salary
41	Nurse	0.75	\$32,000.00	0.75	\$32,000.00
42	Subtotal:		\$24,000.00		\$24,000.00
43	Fringe Benefits (rate used 32 %)		\$7,680.00		\$7,680.00
44	Total Health Services:		\$31,680.00		\$31,680.00
Media Services:		2017-2018 No. FTEs	2017-2018 Salary	2018-2019 No. FTEs	2018-2019 Salary
45					
46	Subtotal:				
47	Fringe Benefits (rate used _____ %)		\$0.00		\$0.00
48	Total Media Services:		\$0.00		\$0.00
Fiscal Services:		2017-2018 No. FTEs	2017-2018 Salary	2018-2019 No. FTEs	2018-2019 Salary
49					
50	Subtotal:				
51	Fringe Benefits (rate used _____ %)		\$0.00		\$0.00
52	Total Fiscal Services:		\$0.00		\$0.00
Maintenance and Operation:		2017-2018 No. FTEs	2017-2018 Salary	2018-2019 No. FTEs	2018-2019 Salary
53	Custodian	2.5	\$18,000.00	3	\$18,000.00
54	Subtotal:		\$45,000.00		\$54,000.00
55	Fringe Benefits (rate used 32 %)		\$14,400.00		\$17,280.00
56	Total Maintenance and Operation:		\$59,400.00		\$71,280.00
Pupil Transportation:		2017-2018 No. FTEs	2017-2018 Salary	2018-2019 No. FTEs	2018-2019 Salary
57	Bus Driver	2	\$24,000.00	2	\$24,000.00
58	Subtotal:		\$48,000.00		\$48,000.00
59	Fringe Benefits (rate used 32 %)		\$15,360.00		\$15,360.00
60	Total Pupil Transportation:		\$63,360.00		\$63,360.00

Food Services:		2017-2018 No. FTEs	2017-2018 Salary	2018-2019 No. FTEs	2018-2019 Salary
61	Food Service Worker	2	\$22,000.00	2.5	\$22,000.00
62	Subtotal:		\$44,000.00		\$55,000.00
63	Fringe Benefits (rate used 32 %)		\$14,080.00		\$17,600.00
64	Total Food Services:		\$58,080.00		\$72,600.00
Data Processing:		2017-2018 No. FTEs	2017-2018 Salary	2018-2019 No. FTEs	2018-2019 Salary
65	Operational Manager	1	\$36,250.00	1	\$36,250.00
66	Subtotal:		\$36,250.00		\$36,250.00
67	Fringe Benefits (rate used 32 %)		\$11,600.00		\$11,600.00
68	Total Data Processing:		\$47,850.00		\$47,850.00
Substitute Personnel:		2017-2018 No. FTEs	2017-2018 Salary	2018-2019 No. FTEs	2018-2019 Salary
69	Number of Certified Substitutes 2	2	\$15,000.00	2	\$15,000.00
70	Number of Classified Substitutes				
71	Subtotal:		\$30,000.00		\$30,000.00
72	Certified Fringe Benefits (rate used 23 %)		\$6,900.00		\$6,900.00
73	Classified Fringe Benefits (rate used %)		\$0.00		\$0.00
74	Total Substitute Personnel:		\$36,900.00		\$36,900.00
75	TOTAL EXPENDITURES FOR SALARIES:		\$1,411,432.50		\$1,597,684.50

**Public Charter School Application
Estimated Budget Template**

REVENUES

State Public Charter School Aid:				<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
Line #	2017-2018				
1	Number of Students	200 X \$6,646.00	State Foundation Funding	\$1,329,200.00	
2	Number of Students	200 X \$26.00	Professional Development	\$5,200.00	
3	Number of Students	180 X \$1,051.00	NSL Funding: 70-89%	\$189,180.00	
4	Number of Students	_____ X _____	Other: <i>Explain Below</i>	_____	_____
5	Number of Students	_____ X _____	Other: <i>Explain Below</i>	_____	_____
6	Number of Students	_____ X _____	Other: <i>Explain Below</i>	_____	_____
7	Number of Students	_____ X _____	Other: <i>Explain Below</i>	_____	_____
8	Number of Students	_____ X _____	Other: <i>Explain Below</i>	_____	_____
	2018-2019				
9	Number of Students	275 X \$6,646.00	State Foundation Funding		\$1,827,650.00
10	Number of Students	275 X \$26.00	Professional Development		\$7,150.00
11	Number of Students	250 X \$1,051.00	NSL Funding: 70-89%		\$262,750.00
12	Number of Students	_____ X _____	Other: <i>Explain Below</i>	_____	_____
13	Total State Public Charter School Aid:			\$1,523,580.00	\$2,097,550.00
	Federal Charter School Aid:			<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
14	Title I			_____	_____
15	Special Education			_____	_____
16	Child Nutrition			_____	_____
17	Other:			_____	_____
18	Total Federal Charter School Aid:			_____	_____
	Other Sources of Revenues:			<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
	<small>(MUST UPLOAD DOCUMENTATION VERIFYING ALL AMOUNTS LISTED AS OTHER SOURCES OF REVENUE)</small>				
19	Private Donations or Gifts			\$500,000.00	_____
20	Special Grants (<i>List the amount</i>)			_____	_____
21	Other (<i>Specifically Describe</i>)			_____	_____
22	Total Other Sources of Revenues:			\$500,000.00	_____
23	TOTAL REVENUES:			\$2,023,580.00	\$2,097,550.00

EXPENDITURES

Administration:		<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
24	Salaries and Benefits	\$235,620.00	\$324,060.00
	Purchased Services (List Vendors Below)		
25	V - AD 1 Marketing-Nashville News	\$3,500.00	\$35,000.00
26	V - AD 2 Marketing-De-Queen Bee	\$3,500.00	\$3,500.00
27	V - AD 3 Telecommunication-Verizon	\$6,500.00	\$6,500.00
28	Supplies and Materials	\$25,000.00	\$27,252.00
29	Equipment		
	Other (List Below)		
30			
31	Total Administration:	\$274,120.00	\$396,312.00
 Regular Classroom Instruction:		 <u>2017-2018 Amount:</u>	 <u>2018-2019 Amount:</u>
32	Salaries and Benefits	\$617,760.00	\$734,316.00
	Purchased Services (List Vendors Below)		
33	V - CI 1		
34	Supplies and Materials	\$50,000.00	\$50,000.00
35	Equipment		
	Other (List Below)		
36			
37	Total Regular Classroom Instruction:	\$667,760.00	\$784,316.00
 Special Education:		 <u>2017-2018 Amount:</u>	 <u>2018-2019 Amount:</u>
38	Salaries and Benefits	\$77,880.00	\$79,464.00
	Purchased Services (List Vendors Below)		
39	V - SE 1 OT/PT-Speech	\$38,200.00	\$38,200.00
40	Supplies and Materials		
41	Equipment	\$5,000.00	\$5,000.00
	Other (List Below)		
42			
43	Total Special Education:	\$121,080.00	\$122,664.00
 Gifted and Talented Program:		 <u>2017-2018 Amount:</u>	 <u>2018-2019 Amount:</u>
44	Salaries and Benefits	\$23,100.00	\$23,892.00
	Purchased Services (List Vendors Below)		
45	V - GT 1 Waiver Request for GT		
46	Supplies and Materials		
47	Equipment		
	Other (List Below)		
48			
49	Total Gifted and Talented Program:	\$23,100.00	\$23,892.00

Alternative Education Program/ Alternative Learning Environments:		<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
50	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services (List Vendors Below)		
51	V - ALE 1 Waiver Request for ALE		
52	Supplies and Materials		
53	Equipment		
54	Other (List Below)		
55	Total Alternative Education Program/ Alternative Learning Environments:	\$0.00	\$0.00
English Language Learner Program:		<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
56	Salaries and Benefits	\$107,002.50	\$107,002.50
	Purchased Services (List Vendors Below)		
57	V - ELL 1 IPT, K-WAPT, W-APT and WIDA	\$25,000.00	\$25,000.00
58	Supplies and Materials		
59	Equipment	\$10,000.00	\$10,000.00
60	Other (List Below)		
61	Total English Language Learner Program:	\$142,002.50	\$142,002.50
Guidance Services:		<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
62	Salaries and Benefits	\$52,800.00	\$5,280.00
	Purchased Services (List Vendors Below)		
63	V - GS 1 Family and Human Services	\$12,000.00	\$12,000.00
64	Supplies and Materials		
65	Equipment	\$1,500.00	\$1,500.00
66	Other (List Below)		
67	Total Guidance Services:	\$66,300.00	\$18,780.00
Health Services:		<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
68	Salaries and Benefits	\$31,680.00	\$31,680.00
	Purchased Services (List Vendors Below)		
69	V - HS 1		
70	Supplies and Materials		
71	Equipment	\$3,000.00	\$3,000.00
72	Other (List Below)		
73	Total Health Services:	\$34,680.00	\$34,680.00
Media Services:		<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
74	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services (List Vendors Below)		
75	V - MS 1 Waiver requested		
76	Supplies and Materials		
77	Equipment		
78	Other (List Below)		
79	Total Media Services:	\$0.00	\$0.00

Fiscal Services:		<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
80	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services (List Vendors Below)		
81	V - FS 1 Auditor_CPA	\$5,000.00	\$5,000.00
82	V - FS 2 Time & Labor	\$8,000.00	\$8,000.00
83	V - FS 3 Legal	\$2,500.00	\$2,500.00
84	Supplies and Materials		
85	Equipment		
86	Other (List Below)		
87	Total Fiscal Services:	\$15,500.00	\$15,500.00
Maintenance and Operation:		<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
88	Salaries and Benefits	\$59,400.00	\$71,280.00
	Purchased Services (List Vendors Below)		
	INCLUDE UTILITIES		
89	V - MO 1 SWEPCO	\$20,000.00	\$20,000.00
90	V - MO 2 Disposal Services-Waste Management	\$6,000.00	\$6,000.00
91	V - MO 3 Repairs and Maintenance	\$15,000.00	\$15,000.00
92	Supplies and Materials		
93	Equipment		
94	Other (List Below)		
95	Total Maintenance and Operation:	\$100,400.00	\$112,280.00
Pupil Transportation:		<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
96	Salaries and Benefits	\$63,360.00	\$63,360.00
	Purchased Services (List Vendors Below)		
97	V - PT 1 Bus Lease USA Coach	\$20,000.00	\$20,000.00
98	Supplies and Materials		
99	Equipment		
100	Other (List Below)		
101	Total Pupil Transportation:	\$83,360.00	\$83,360.00
Food Services:		<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
102	Salaries and Benefits	\$58,080.00	\$72,600.00
	Purchased Services (List Vendors Below)		
103	V - FD 1 Meal Delivery-Performance Food Group	\$100,000.00	\$100,000.00
104	V - FD 2 CN Director	\$15,000.00	\$15,000.00
105	Supplies and Materials		
106	Equipment		
107	Other (List Below)		
108	Total Food Services:	\$173,080.00	\$187,600.00

Data Processing:		<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
109	Salaries and Benefits	\$47,850.00	\$47,850.00
	Purchased Services (List Vendors Below)		
110	V - DP 1 IT Support	\$25,000.00	\$25,000.00
111	Supplies and Materials		
112	Equipment		
	Other (List Below)		
113			
114	Total Data Processing:	\$72,850.00	\$72,850.00
Substitute Personnel:		<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
115	Salaries and Benefits	\$36,900.00	\$36,900.00
	Purchased Services (List Vendors Below)		
116	V - SB 1		
117	Total Substitute Personnel:	\$36,900.00	\$36,900.00
Facilities:		<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
118	Lease/Purchase Contract for One Full Year		
	Facility Upgrades (List Upgrades Below)		
119	No Lease at this time		
120	Property Insurance for One Full Year	\$15,000.00	\$15,000.00
121	Content Insurance for One Full Year		
122	Total Facilities:	\$15,000.00	\$15,000.00
Debt Expenditures:		<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
	List Debts Below		
123			
124	Total Debt Expenditures:		
Other Expenditures:		<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
	List Other Expenditures Below		
125			
126	Total Other Expenditures:		
127	TOTAL EXPENDITURES:	\$1,826,132.50	\$2,046,136.50
128	NET REVENUE OVER EXPENDITURES:	\$197,447.50	\$51,413.50

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date:

DEC 10 2015

JBH COLLEGIATE ACADEMY PUBLIC
CHARTER SCHOOL
503 DEER RUN CT
SUFFOLK, VA 23434

Employer Identification Number:
47-4229203
DLN:
17053210332005
Contact Person:
JOHN JENNEWEIN ID# 31307
Contact Telephone Number:
(877) 829-5500
Accounting Period Ending:
June 30
Public Charity Status:
170(b)(1)(A)(ii)
Form 990/990-EZ/990-N Required:
Yes
Effective Date of Exemption:
July 13, 2015
Contribution Deductibility:
Yes
Addendum Applies:
No

Dear Applicant:

We're pleased to tell you we determined you're exempt from federal income tax under Internal Revenue Code (IRC) Section 501(c)(3). Donors can deduct contributions they make to you under IRC Section 170. You're also qualified to receive tax deductible bequests, devises, transfers or gifts under Section 2055, 2106, or 2522. This letter could help resolve questions on your exempt status. Please keep it for your records.

Organizations exempt under IRC Section 501(c)(3) are further classified as either public charities or private foundations. We determined you're a public charity under the IRC Section listed at the top of this letter.

You're not subject to the specific publishing requirements of Revenue Procedure 75-50, 1975-2 C.B., page 587, as long as you operate under a contract with the local government. If your method of operation changes to the extent that your charter is not approved, terminated, cancelled or not renewed, you should notify us. You'll also be required to comply with Revenue Procedure 75-50.

If we indicated at the top of this letter that you're required to file Form 990/990-EZ/990-N, our records show you're required to file an annual information return (Form 990 or Form 990-EZ) or electronic notice (Form 990-N, the e-Postcard). If you don't file a required return or notice for three consecutive years, your exempt status will be automatically revoked.

If we indicated at the top of this letter that an addendum applies, the enclosed addendum is an integral part of this letter.

For important information about your responsibilities as a tax-exempt

Letter 947

JBH COLLEGIATE ACADEMY PUBLIC

organization, go to www.irs.gov/charities. Enter "4221-PC" in the search bar to view Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, which describes your recordkeeping, reporting, and disclosure requirements.

Sincerely,



Jeffrey I. Cooper
Director, Exempt Organizations
Rulings and Agreements

Letter 947

from across the area. Non-members are invited to attend and are encouraged to sign up during the event. Dues are \$50 per year.

vendors and booths set up at the conference. A veterinarian from Merial Veterinary services will be the event's keynote speaker. Mike Run-

on the latest techniques and equipment in the cattle industry. Details on this event will be released at a future date.

Mt. Ida Cemetery work day Saturday, March 19

There will be a work day at the Mt. Ida Cemetery on Saturday, March 19 beginning at 9 a.m. In the event of rain, the work day will be re-scheduled to Saturday, April 2.

Blood drive to be held at Jonquil Fest

LifeShare is having a blood drive Saturday, March 19 at the Jonquil Festival, Historic State Park, Washington. From 11 a.m. to 5 p.m. the blood drive will be on the Donor Coach.

Revival services next week at Horatio FBC

Revival services at the First Baptist Church of Horatio will be held Sunday, March 20 through Wednesday, March 23. Sunday morning service will begin at 10:50 a.m. and each evening service will begin at 6 p.m. Evangelist is Bro. Frank Henson. Special music each service will be provided by: Sunday, Cross

Point Cowboy Band; Monday: Darrell Argenbright Band; Tuesday and Wednesday: The Chosen. Wednesday night is Youth Night. A nursery will be provided and everyone is welcome to attend.

DQ First Assembly Eggstravaganza to be held March 26

De Queen First Assembly's Easter Eggstravaganza will be held March 26 at 10 a.m. 10,000 prize filled eggs, lots of prizes, lots of money filled eggs plus special grand prize.



hosting a ton of events March 19-27 that will be both entertaining and educational for the whole family. Programs include survival tactics, cast iron cooking, hikes and much more. There will also be a Lost and Found program on March 25.

NOTICE OF PUBLIC HEARING
 JBH COLLEGIATE ACADEMY
 ANNOUNCES IT'S TOWN MEETING
FREE REFRESHMENTS
 A NEW FREE, PUBLIC, NON-DISCRIMINATORY CHARTER SCHOOL IN LOCKESBURG, ARKANSAS
LIGHTHOUSE CHURCH
SATURDAY, APRIL 9, 2016 - 11AM-1PM.
 3455 SOUTH CAMELLA
 COME LET US SHOW YOU HOW DIFFERENT JBH COLLEGIATE ACADEMY EDUCATION IS.

Aaron Eckhart, Gerard Butler
DAILY MATINEES
 12:00, 2:30, 4:55
SUN-THURSDAY NIGHT 7:30
FRI & SAT NIGHT 7:30, 9:30
 Regular Admission - Adult \$7.00
 Child \$5.00 - Matinees \$5.00
ADMISSION 3-D MOVIES -
 Adult \$9.50 Child \$7.50
 Matinees \$7.50
 Movie times subject to change
 check schedule at
www.mccourtainscinema.com
 or call 580-286-2220
 for Showtimes



...when I trust Jesus. Sin has been punished and I receive the righteousness of Jesus. Hear Romans 3:26, "... That he might be just. (Sin was punished) and the justifier of him which believeth in Jesus."

But it doesn't end there. Jesus rose bodily from the dead. I Cor. 15:4, "and that He was buried, and that He rose again the third day according to the Scriptures." But there's more! Because He was punished for my sin and I have received His imputed righteousness, I will experience resurrection too! John 14:19, "... Because I live, ye shall live also." Philippians 3:21, "Who shall change our vile body that it may be fashioned like unto His glorious body..."

Why do we celebrate the resurrection? Because it is the proof and the promise of our salvation!
Come and share in our Resurrection Celebration on March 27th! Horatio First Baptist Church, 207 Hazard Street, Horatio, AR 870-832-2281

Want to know more? Call 870-832-2281 or visit the First Baptist Church of Horatio, where we know that "God is Good..." All the Time" and where we meet to worship and study Sunday evenings at 9 p.m. and Wednesday evenings at 6 p.m.

404 De Queen Ave.
Or e-mail editor@dequeenbee.com

NOTICE OF PUBLIC HEARING

JBH COLLEGIATE ACADEMY ANNOUNCES ITS TOWN MEETING
FREE REFRESHMENTS
A NEW FREE, PUBLIC, NON-DISCRIMINATORY CHARTER SCHOOL IN LOCKESBURG, ARKANSAS

LIGHTHOUSE CHURCH

SATURDAY APRIL 9, 2016 • 11 A.M. - 1 P.M.
3455 SOUTH CAMELIA
COME LET US SHOW YOU HOW DIFFERENT JBH COLLEGIATE ACADEMY EDUCATION IS.

Susan and Todd Cuppae and Barbara and Jeff Jarvis, all of Rowlett, Texas; one son, Robert Gregg Parker of Dallas, Texas; five grandchildren, Patricia Steuwe, Adam LupPlace, Amanda Jarvis, Scott Jarvis and Andrew Parker; five great-grandchildren, Sarah Kennedy, Shaun Weaver, Annabelle LupPlace, Lorja LupPlace and Jase Gage; and one great-great-grandchild, Allison Kennedy.

Funeral services for Mrs. Parker were held at 1:00 p.m., Saturday, March 19, 2016, in the First Baptist Church in Horatio, Arkansas with Bro. Jerry Hill officiating. Burial followed in Horatio Cemetery, under the direction of Wilkerson Funeral Home in De Queen, Arkansas.

The family received friends from 5-7 p.m. Friday, March 18, at the funeral home.

You may register online at www.wilkersonfuneralhomes.com

74885

March is National Nutrition Month. This is an important opportunity to recognize the role of Arkansas educators in promoting healthy eating habits to the Arkansas' Come and Fish Commission. The dis-

U.S. SENATOR JOHN BOOZMAN

I hear that we set records in attendance at the festival and I am sure the famous restaurant did more business than in past years.

with some "customers," we noted that a lady was staring at our house with a benign smile. Turns out she had been conceived in our house a long time ago — she would

We have a lot of company now that we have moved to the state park in Washington, Ark. The roads are paved here and there is a lot to do in our village. Plus,

partment grants charters for Pine Bluff, Marion, Fayette-

APRIL COMMUNITY CALENDAR

testing positive — or fail to complete the program — are excluded from receiving the funds directly and the benefits will sent to the person's family. Supporters claim the program, we don't have any idea of what this cost is going to be to us because we don't know how many (well-fare applicants) will show as 'suspicious.' ... We don't know how many will have

Valley Cemetery board annual meeting will be held Saturday, April 2, 2016 at 2 p.m. at the Gillham Methodist Church fellowship hall. All those interested in the cemetery are welcome to attend.

Sevier County Genealogical Society to meet Saturday

The Sevier County Genealogical Society will on Saturday, April 2 at 10 a.m. at the Sevier County Museum. The program will be about the Ladd family and the Elzy Taylor mystery. The public is welcome.

Boaters Ed Class at Cossatot River Park

WICKES — Cossatot River State Park/Natural Area will host a Boater Education class April 4-5 from 6 p.m. to 9 p.m. both days. Classes will be held in the visitor center. Anyone born after 1985 must take and pass an approved Arkansas Game and Fish Boating Education Course and carry

Gillham April 9

Volunteers are needed to participate in Gillham's spring community improvement event on April 9 starting at 9 a.m. Trash bags will be distributed at the library. The library will also have gloves, vests, and tee shirts on a first come first serve bases.

Launch Party for Charlie Farley at 5S Outdoors

DE QUEEN — De Queen native Charlie Farley will celebrate the launch of his newest album on Saturday, April 9 in De Queen. The event will be held at 5S Outdoors on Highway 71 North from 12:30-3 p.m. Grilled hot dogs and soft drinks will be provided.

Cossatot Volunteer Fire Department Fundraiser is April 2

The Cossatot Volunteer Fire District are invited to enjoy a BBQ chicken dinner while enjoying area gospel band, Harmony. A live auction will be held at 6 p.m. Cost is \$5 per plate. Residents of the district will receive a complimentary plate if they pay their annual \$25 membership dues at the dinner. Carry out is available. For more information contact Linda at (870) 584-9592 or Katrina at (870) 642-5569

NOTICE OF PUBLIC HEARING

JBH COLLEGIATE ACADEMY ANNOUNCES IT'S TOWN MEETING
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 A NEW FREE PUBLIC, NON-DISCRIMINATORY CHARTER SCHOOL IN LOCKESBURG, ARKANSAS
LIGHTHOUSE CHURCH
 Saturday, April 9, 2016 - 11AM-1PM
 3455 SOUTH CAMELIA
 COME LET US SHOW YOU HOW DIFFERENT JBH COLLEGIATE ACADEMY EDUCATION IS.

"GOD IS NOT DEAD 2"

RAITTED PG
 STARRING: Jesse Metcalfe, David A.R. White, Ray Wise
 TUES & FRI MAT 4:00
 SAT & SUN MATINEES 1:00-4:00
 SUN-THURS NIGHT 7:00
 FRI & SAT NIGHT 7:15-9:50

"MIRACLES FROM HEAVEN"

RAITTED PG
 STARRING: Jennifer Garner, Kylie Rogers,
 Martin Henderson
 TUES & FRI 4:50
 SAT & SUN MAT 12:00-2:30, 4:50
 SUN-THURS NIGHT 7:15
 FRI & SAT NIGHT 7:15-9:45

Regular Admission - Adult \$7.00
 Child \$5.00 - Matinee \$5.00
 ADMISSION 3-D MOVIES - Adult \$9.50 Child \$7.50
 Matinee \$7.50
 Movie lines subject to change
 check schedule at:
 www.miraculaincinema.com
 Or call 580-286-2220
 for Showtimes



EVERY MONDAY
 Overeaters Anonymous meeting at Wickes, 7 p.m. Call Kim, 479-216-6165 for directions.
EVERY SUNDAY
 Alcoholics Anonymous will conduct an open meeting at 7 p.m. at 511 W. Stillwell.
EVERY TUESDAY
 Mary and Martha Center after school program for ages Third through 12th grades. Vans pickup children at school. Parents pickup children at 5 p.m. at the center.

SATURDAY, APRIL 2
 Gillham Silver Hill Masonic Lodge meets, 7:30 p.m. at the lodge.
 Sevier County Genealogical Society meets in the Sevier County Historical Museum conference room at 10 a.m.
MONDAY, APRIL 4
 Horatio City Council meets at 6:30 p.m. in City Hall.
TUESDAY, APRIL 5
 Gillham Fire Department meets, 7 p.m.
 Ladies VFW Auxiliary Post #4521 meets at 2 p.m.

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 The Cossatot Volunteer

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74709
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NOTICE OF PUBLIC HEARING

JBH Collegiate Academy
announces its **TOWN MEETING** to inform the
community of its plans to apply to the Arkansas
Department of Education to open a new **FREE,**
PUBLIC, NON-DISCRIMINATORY charter
school in Lockesburg, Arkansas.

Lighthouse Church
Saturday, April 9, 2016 • 11:00-1:00pm
3455 South Camelia

FREE Refreshments

Come let us show you how different JBH
Collegiate Academy education is.

Texas Sourdough Sandwich!

Come in and enjoy this
delicious, all-new
Chicken Sandwich...
served Grilled or Fried.
Enjoy seven days a week!



411 S. Main • Nashville
Ph. 845-4997

Don't be PENALIZED!

All Commercial & Personal Property
Must Be Assessed By

May 31, 2016

*(Commercial forms **MUST** be returned or
postmarked by this date)*

All Personal Property may be assessed
by calling **870-845-7511** or by going
online to **www.countyservice.net**



Debbie Teague
**Howard County
Assessor**

KITES CAN DAMAGE SWEPCO LINES

SHREVEPORT, La., March 22, 2016 — AEP Southwestern Electric Power Company (SWEPCO) reminds its customers that metallic coatings on mylar helium balloons and on kites can cause damage to SWEPCO's electrical system and cause power losses, emphasizing the need to make sure these objects are not allowed to interfere in the lines. SWEPCO also wants to remind children, and adults too, that there are certain safety precautions that should be taken concerning kites and power lines.

• Never use wire, tinsel or any metal in kite construction or as string—they can conduct electricity.
• Never fly a kite near this spring.

Remember to follow simple safety rules for a fun and safe kite-flying outing this spring.

Check out...

The Nashville News

~ **Group & Individual** ~
◆ Health ◆ Life ◆ Dental ◆
◆ Medicare Supplement ◆
For more information, call
(870) 845-5930 Office
845-7728 Cell

**Southwest Arkansas Domestic
Violence/Crisis Center
(SWADV/CC)**
Battered Women's Center and
Sexual Assault Services
24 Hour Crisis Line
870-584-3447

Offices located in:

DeQueen • Nashville • Mt. Ida • Mena

*There will be a box in the Nashville
News set up to collect supplies for the
center. Items needed include: Paper
goods (paper towels, toilet tissue, etc),
Dish Soap, Hand Soap, Toiletries,
Lotion. Games for kids, books*

Reg. Value \$60⁰⁰ • New patients only
Must present coupon to redeem at time of service.
Offer not good with any other offer.
FAMILY DENTISTRY
W. Darrel Fain, D.D.S., P.A.
419 E. 6th St. • Prescott, Arkansas &
3201 Richmond Rd. • Texarkana, Texas
Call toll-free 1-800-487-1854
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MAKING SENSE OF INVESTING

NOTICE OF PUBLIC HEARING
.JBH Collegiate Academy
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Lighthouse Church
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3455 South Camelia
FREE Refreshments
Come let us show you how different JBH
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COMMUNITY 7

*-Denotes all A's

KINDERGARTEN: *Adan, Albiter, *Keeli Partee, *Landon White

FIRST GRADE: *Rilee Faulkner, Drake Golden, Patrick Kitchens, Abigail Tomblin

SECOND GRADE: Trace Dorse, Ashlynn Egger, *Delaney Ford, Selena Garcia, *Brayam Salaites, *Saedee White

THIRD GRADE: Addison Egger, *Blake Eskew, Olivia Estep, *Christopher Tomblin, Jazmin Trejo, Jose Zaragoza

FOURTH GRADE: Jon Antonio, Brooklyn Bearden, Baylee Carter, Haley Carter, Samantha Chambers, Abigail Cook, Miranda Dorse, Isaac Egger, *Jalyn Estep, *Ricardo Frias

FIFTH GRADE: *Titus Eskew, Yahir Garcia, Kelvin Vasquez

SIXTH GRADE: Logan Barnett, Tyler Dorse, Alexandra Eford, Josue Marquez, *Allie McConnell, Ben O'Neal, Gracie Turner, Jaydan White

SEVENTH GRADE: Lainey Eason, James Estep, *Kelsie Faulkner, Selena Zaragoza

EIGHTH GRADE: *Isabel Antonio, Michael Arivett, *Madison Cook, Christian Gomez, Javier Salinas

FRESHMEN: Aubrey Crawford, Taylor Dorse, Hailey Dowdy, Kinsey Ferguson, *Savanah Henegar, Miriam Marquez, Emily McCarley, Lexi Moore

SOPHOMORES: Stacy Dunson Jr., *Luis Salinas, *Maeghan McCarley, Kasie Miles, *Griselda Salinas, Lyndsey Thomas

JUNIORS: *Karlie Alexander, Danielle Cocke, Yaremi Gomez, *Natalie Henegar, *Desmond Pinson, Angelica Salinas, Anthony Vaughn, Lindon Vaughn

SENIORS: Bailey Lott, *Yessica Martinez, Amanda Parsons, Sebastian Ratliff, Rosa Salinas

NOTICE OF PUBLIC HEARING

JBH Collegiate Academy

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FREE Refreshments

Come let us show you how different JBH Collegiate Academy education is.

PRIME LOCATION ~ ATTENTION INVENTORS

REAL ESTATE AUCTION

Saturday - APRIL 2 ~ 11 AM

101 Broadway, Glenwood AR, 71943

Cynthia Green
207A Old Hwy 24
Horatio, AR 71842
April 22, 2016

Dear Arkansas Board of Education:

I am writing to day in regards to the possibility of a JBH Academy charter school being opened in Lockesburg, AR. I grew up in Lockesburg my entire life. I attended kindergarten there, learned to read and write, met my first friends, lost my first tooth, played basketball and had my heart broken for the first time. Lockesburg has always been were my roots are. I proudly say that I will always be a Lockesburg Darter.

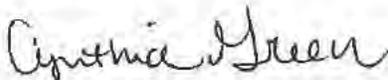
My husband and I chose to raise our family there so that they would have the chance to be a Darter as well. Unfortunately, that didn't happen. Our daughters have to ride the school bus for an hour one way, twice a day. They are up by 5 o'clock every morning and waiting on the bus at 6:30 a.m. That makes a very long day for a child. They are so tired from getting up so early that the evenings are a struggle to get their homework done.

The Lockesburg community would greatly benefit from this school opening in our community. Our children could attend school where they live not 20 miles away. Our little loving, caring community would have the chance to prosper and grow again. The schools being so far away has been the cause of some members of our community to consider moving from the homes their families built and grew up in, to other towns for their children to feel more involved in their school.

The talk of this school opening up has lit a spark in Lockesburg. Our parents are hopeful again and the children are excited! The charter school being discussed has brought our community back together once again and has given them hope.

Whatever your decision, please accept my sincere thanks for your time and consideration of my request.

Sincerely,



Cynthia Green

To Whom it may Concern:

My name is Ashley Wilson. My husband Ben & I are residents of Lockesburg. We were both privileged to be graduates of Lockesburg High School before its closure. We have two sons that are 9 years and 2 years old. Our oldest son is currently enrolled in Dierks School District which is over 20 miles away from our home. We sent him there as opposed to De Queen due to the smaller Elementary school. I believe that children in smaller districts are more likely to receive personal attention from their teachers.

A school in Lockesburg would be valuable to not only students, but the community in general. It would create jobs that lift the community after the closure of the Lockesburg High School and Elementary School. Our community is centrally located and on a well traveled highway making it a prime location for a specialty school to bring in not only citizens of Lockesburg but students of surrounding districts.

A STEM academy would be beneficial to all students of our area. I am a nurse and I believe that science and math as well as technology are extremely important parts of any school curriculum. Having a school that emphasizes these aspects of ~~education~~ education would be important for the growth of our children's futures. Science, math, and technology fields are all growing and will give our children the best head start to becoming successful adults and contributing members of society.

Please consider the placement of a school back in Lockesburg for our community and for our children.

Ashley Wilson
Ben Wilson



P.O. Box 472
Lockesburg, AR 71846
(870) 584-9492 and (870) 784-3468

April 22, 2016

Arkansas Board of Education:

As I write this I want to express my complete and total support for re-establishing a school in the Lockesburg area. I do not currently have a child that this will directly impact but I have grandchildren and children from my church that could be greatly helped by a local school. As an area Pastor I know very well the effect this can have on our community and its children. I believe that a smaller classroom and more teacher interaction is very valuable. The emphasis that a S.T.E.M. school would provide would be a wonderful and much needed addition to the local school offerings. In a world where Science, Technology, Engineering and Math are so highly utilized...a school specializing in this type education would be a tremendous asset to the local area.

The removal of smaller schools in our state, I believe, was a huge mistake and has done tremendous harm to our children and our communities. Children now ride buses for up to 4 hours a day...and we should be ashamed!!! I personally know of children who get on the bus as early as 6am... two full hours before school!!! Children should be able to be educated in their own community with children and friends of theirs instead of being fragmented and bused all over the local area. A sleepy and tired student does not learn well...and we have done that to our children!!! Currently children from our old school district have been fragmented into up to 5 different school districts. This has had a negative impact on our town and our community as a whole!!

I pledge my support for the Lockesburg S.T.E.M. Academy and I ask that you please support this school and support our children!!!

Sincerely,

Buster Dellinger

Dear Arkansas Board of Education,

I write to ask you to consider the opening of a JBH Academy charter school in Lockesburg. I have lived in Lockesburg my whole life and now I teach preschool here. I love this small, friendly town and want nothing more than to see it grow and prosper. Though we lost our public school to consolidation in recent years, we hold tight to the hope that we can heal and grow again as a community. Educating our children here is vital to that hope.

Lockesburg is a small town with a population of just seven hundred and eleven lovely people. When talk of the school's closure first began circulating, back in the early 2000s, I was in junior high. I remember that people felt afraid and rushed to enroll their children in nearby schools. They were trying to protect their children, but their fear only hastened our decline. With too few students to meet the state's enrollment requirement, the high school closed. I settled in Lockesburg after I married, and I was lucky enough to send my daughter to school here for Kindergarten and first grade. But again the student population was not high enough and the elementary closed its doors.

However, talk of the charter school has renewed hope in the people of Lockesburg. That old talk of "leaving before the school closes" has been replaced with a commitment to stay and help a new school grow. We have many reasons to be optimistic. The town has made some improvements in infrastructure and added business in recent years. Our children, weary of long bus rides and unfamiliar teachers, are hopeful that they might attend school in the community in which they live. People have such nice things to say about the charter school and its CEO, Michelle Burgess. Things seem to be looking up.

Thank you so much for your consideration. I am looking forward to the opportunities this charter school will open up to Lockesburg's students and community.

Sincerely,

A handwritten signature in cursive script that reads "Casey Hardaway".

Casey Hardaway

April 19, 2016

Arkansas Dept of Education:

I am writing to express my support for JBH Collegiate Academy and the creation of a charter school in Lockesburg, Arkansas.

Losing our school to consolidation has had a dramatic negative impact on our community. Our school was so important to the health and vitality of our town.

As the public librarian it saddens me that because of the long bus commutes grade school children are limited in their ability to use the library during school days when they are likely to need the services provided there the most.

We all would be so excited to see our children return to Lockesburg.

Wendy Clay
963 Hwy. 24E
DeQueen, AR 71846
817-404-7802

2017-2018 Teacher and Student Calendar

Event	Date
<i>First Day of School (Teachers)</i>	July 17, 2017
<i>Professional Development</i>	July 18-21, 2017
<i>K-5 Parent Meeting</i>	August 1, 2017
<i>First Day of School (Students)</i>	August 14, 2017
<i>Kindergarten Screening</i>	August 21-25, 2017
Labor Day (No School in Session)	September 4, 2017
Professional Development/Early Dismissal	September 15, 2017
Columbus Day (No School in Session)	October 9, 2017
First Quarter Ends	October 13, 2017
Parents Conference Day; Early Dismissal (No School in Session)	October 20, 2017
Veterans Day (No School in Session)	November 9, 2017
Thanksgiving Break (No School in Session)	November 22-24, 2017
Winter Break (No School in Session)	December 21/ - 1/2, 2018
Professional Development (No School in Session)	January 4, 2018
<i>First Semester End Date</i>	January 12, 2018
Dr. Martin Luther King, Jr. Day (No School in Session)	January 16, 2018
Parent Conference Day (No School for Students)	February 19, 2018
Spring Break (No School in Session)	March 19-23, 2018
Memorial Day (No School in Session)	May 28, 2018
<i>Last Day of School Students</i>	June 1, 2018
<i>Last Day of School Teachers</i>	June 15, 2018

**OPEN-ENROLLMENT PUBLIC CHARTER SCHOOL
FACILITIES UTILIZATION AGREEMENT**

Lessor(Owner): _____

Lessee(Tenant): _____

Any information regarding affiliation, family ties, or other relationships between the Lessor (Owner) and Lessee (Tenant) must be disclosed with the facilities lease agreement.

Describe the present use of the facility:

Proposed Location is 124 Darter Circle Lockesburg, AR 71846

Address of Premises: TBD

Square Footage: _____

Terms of Lease: _____

Rental Amount: _____

Contingency: The terms of this agreement are contingent upon

Sponsoring Entity

receiving a charter to operate an open-enrollment public charter school approved by the authorizer by August of 2017

Statutory Language Concerning No Indebtedness:

No indebtedness of any kind incurred or created by the open-enrollment public charter school shall constitute an indebtedness of the State of Arkansas or its political subdivisions, and no indebtedness of the open-enrollment public charter school shall involve or be secured by the faith, credit, or taxing power of the state or its political subdivisions. An open-enrollment public charter school shall not incur any debt, including any lease, without the prior review and approval of the Commissioner of Education.

Lessee: _____

By: _____ Date _____

Lessor: _____

By: _____ Date _____

**2016 APPLICATION
OPEN-ENROLLMENT PUBLIC CHARTER
SCHOOL STATEMENT OF ASSURANCES**

The signature of the president of the board of directors of the proposed public charter school's sponsoring entity certifies that the following statements are and will be addressed through policies adopted by the sponsoring entity and policies to be adopted by the public charter school; and, if the application is approved, that the sponsoring entity, governing body, administration, and staff of the open-enrollment charter shall abide by them:

1. The information submitted in this application is true to the best of my knowledge and belief, and this application has been sent to the superintendent of all the districts from which we intend to draw students.
2. The open-enrollment public charter school shall be open to all students, on a space- available basis, and shall not discriminate in its admission policy on the basis of gender, national origin, race, ethnicity, religion, disability, or academic or athletic eligibility, except as follows: the open-enrollment public charter school may adopt admissions policies that are consistent with federal law, regulations, or guidelines applicable to charter schools. The charter may provide for the exclusion of a student who has been expelled from another public school district.
3. The open-enrollment charter school shall hold an annual public lottery, followed with notifying parents of enrollment status for all applicants. The waiting list generated by the lottery will be maintained for one year.
4. In accordance with federal and state laws, the open-enrollment public charter school hiring and retention policies of administrators, teachers, and other employees shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, or special need.
5. The open-enrollment public charter school shall operate in accordance with federal laws and rules governing public schools; applicable provisions of the Arkansas Constitution; and state statutes or regulations governing public schools not waived by the approved charter.
6. The open-enrollment public charter school shall not use the moneys that it receives from the state for any sectarian program or activity, or as collateral for debt.

However, open-enrollment public charter schools may enter into lease-purchase agreements for school buildings built by private entities with facilities bonds exempt from federal taxes under 26 USCS 142(a) as allowed by Arkansas Code Annotated § 6-20-402. No indebtedness of an open-enrollment public charter school shall ever become a debt of the state of Arkansas.

7. The open-enrollment public charter school shall not impose taxes or charge students tuition or fees that would not be allowable charges in the public school districts.
8. The open-enrollment public charter school shall not be religious in its operations or programmatic offerings.
9. The open-enrollment public charter school shall ensure that any of its employees who qualify for membership in the Arkansas Teacher Retirement System or the State and Public School Employee Insurance Program shall be covered under those systems to the same extent a qualified employee of a traditional school district is covered.
10. The employees and volunteers of the open-enrollment public charter school are held immune from liability to the same extent as other public school district employees and volunteers under applicable state laws.
11. The open-enrollment public charter school shall be reviewed for its potential impact on the efforts of a public school district or public school districts to comply with court orders and statutory obligations to create and maintain a unitary system of desegregated public schools.
12. The open-enrollment public charter school shall comply with all health and safety laws, rules and regulations of the federal, state, county, region, or community that may apply to the facilities and school property.
13. The applicant confirms the understanding that certain provisions of state law shall not be waived. The open-enrollment public charter school is subject to any prohibition, restriction, or requirement imposed by Title 6 of the Arkansas Code Annotated and any rule and regulation approved by the State Board of Education under this title relating to:
 - (a) Monitoring compliance with Arkansas Code Annotated § 6-23-101 *et seq.* as determined by the Commissioner of the Department of Education;
 - (b) Conducting criminal background checks for employees;
 - (c) High school graduation requirements as established by the State Board of Education;
 - (d) Special education programs as provided by this title;
 - (e) Public school accountability under this title;
 - (f) Ethical guidelines and prohibitions as established by Arkansas Code Annotated § 6-24-101 *et seq.*, and any other controlling state or federal law regarding ethics or conflicts of interest; and

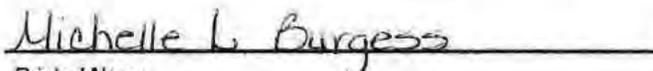
14. Health and safety codes as established by the State Board of Education and local governmental entities.
15. The facilities of the public charter school shall comply with all requirements for accessibility for individuals with disabilities in accordance with the ADA and IDEA and all other state and federal laws.
16. Should the open-enrollment public charter school voluntarily or involuntarily close, the applicant confirms the understanding that any fees associated with the closing of the school including, but not limited to, removal of furniture, equipment, general expenses, etc., are the sole responsibility of the sponsoring entity. No indebtedness of any kind incurred or created by the open-enrollment public charter school shall constitute an indebtedness of the state or its political subdivisions, and no indebtedness of the open-enrollment public charter school shall involve or be secured by the faith, credit, or taxing power of the state or its political subdivisions. Upon dissolution of the open-enrollment public charter school or upon nonrenewal or revocation of the charter, all net assets of the open-enrollment public charter school, including any interest in real property, purchased with public funds shall be deemed the property of the state, unless otherwise specified in the charter of the open-enrollment public charter school. If the open-enrollment public charter school used state or federal funds to purchase or finance personal property, real property or fixtures for use by the open-enrollment public charter school, the authorizer may require that the property be sold. The state has a perfected priority security interest in the net proceeds from the sale or liquidation of the property to the extent of the public funds used in the purchase.



Signature of President of the Sponsoring Entity Board of Directors



Date



Printed Name

2015 ESEA DISTRICT REPORT

District: DEQUEEN SCHOOL DISTRICT
LEA: 6701000
Enrollment: 2415

Superintendent: BRUCE HILL
Attendance 95.54
Poverty Rate: 77.43

Address: PO BOX 950
Address: DE QUEEN, AR 71832
Phone: (870) 584-4312

OVERALL SCHOOL STATUS: 2014 NEEDS IMPROVEMENT

PERCENT TESTED

PERCENT TESTED STATUS:		ACHIEVING					
		ELA			MATHEMATICS		
ESEA Flexibility Indicators	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage	
All Students	1400	1409	99.36	1379	1407	98.01	
Targeted Achievement Gap Group	1150	1159	99.22	1151	1178	97.71	
ESEA Subgroups	# Attempted	# Expected	Percentage	# Attempted	# Expected	Percentage	
African American	45	45	100.00	46	46	100.00	
Hispanic	868	873	99.43	864	884	97.74	
White	433	435	99.54	413	421	98.10	
Economically Disadvantaged	1091	1097	99.45	1089	1116	97.58	
English Language Learners	674	680	99.12	688	705	97.59	
Students with Disabilities	88	89	98.88	84	85	98.82	

STUDENT PERFORMANCE -- ENGLISH LANGUAGE ARTS

ELA STATUS:				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	419	1364	30.72	22.73
Targeted Achievement Gap Group	301	1121	26.85	17.41
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	8	41	19.51	10.77
Hispanic	235	854	27.52	18.35
White	163	420	38.81	26.04
Economically Disadvantaged	288	1065	27.04	17.63
English Language Learners	151	664	22.74	7.64
Students with Disabilities	15	84	17.86	4.60

STUDENT PERFORMANCE -- MATHEMATICS

MATHEMATICS STATUS:				
ESEA Flexibility Indicators	# Achieved	# Tested	Percentage	2015 AMO
All Students	409	1344	30.43	13.95
Targeted Achievement Gap Group	303	1123	26.98	10.82
ESEA Subgroups	# Achieved	# Tested	Percentage	2015 AMO
African American	5	42	11.90	5.87
Hispanic	244	850	28.71	12.10
White	146	401	36.41	17.14
Economically Disadvantaged	288	1064	27.07	11.02
English Language Learners	173	677	25.55	6.23
Students with Disabilities	14	80	17.50	4.60

2014 SCHOOL GRADUATION RATE

GRADUATION RATE STATUS:		NEEDS IMPROVEMENT			
ESEA Flexibility Indicators	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	90TH PCTL
All Students	154	177	87.01	88.09	94.00
Targeted Achievement Gap Group	106	126	84.13	86.89	94.00
Three Year Average Performance	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	90TH PCTL
All Students	436	494	88.26	88.09	94.00
Targeted Achievement Gap Group	298	345	86.38	86.89	94.00
ESEA Subgroups	# Actual Graduates	# Expected Graduates	Percentage	2014 AMO	
African American	8	11	72.73	83.33	
Hispanic	88	98	89.80	86.52	
White	57	66	86.36	89.85	
Economically Disadvantaged	96	114	84.21	87.83	
English Language Learners	26	28	92.86	85.71	
Students with Disabilities	12	14	85.71	85.97	

2015 ESEA DISTRICT REPORT

District: DEQUEEN SCHOOL DISTRICT
LEA: 6701000
Enrollment: 2415

Superintendent: BRUCE HILL
Attendance 95.54
Poverty Rate: 77.43

Address: PO BOX 950
Address: DE QUEEN, AR 71832
Phone: (870) 584-4312

The Performance Based Assessment (PBA) component was given before the End of Year Assessment (EOY). The PBA consisted of extended tasks and applications of concepts and skills for ELA/Literacy and Math. ELA/Literacy included writing effectively when analyzing text and research simulation. Math included solving multi-step problems requiring abstract reasoning, precision, perseverance and strategic use of tools.

The EOY assessment consisted of innovative, short-answer items including the following: ELA/Literacy reading comprehension; Math short items that address both concepts and skills.

PBA Only and EOY Only are not included in performance calculations.

Number of enrolled students with completed PBA only:	1
Number of enrolled students with completed EOY only:	14

Percent Tested: Source and Use of Enrollment

For percent tested and school/district performance calculations student enrollment files were downloaded from eSchool via TRIAND to establish the students expected to test. These files were downloaded May 15, 2015.

When students' test and enrollment records were matched by school and student state identifier the demographic values from the enrollment files were used in ESEA calculations.

When a student had a test record and did not match an enrollment record the demographic values from the student's test record were used in ESEA calculations.

When a student had an enrollment record that did not match a test record the demographic values from the student's enrollment record were used in ESEA calculations.

Report created on: 01/07/2016