

OZARK MONTESSORI ACADEMY

PART A GENERAL INFORMATION

Sponsoring Entity: **OZARK EDUCATION, INC.**
IRS Status: **501(c)(3) non-profit status**
Grade Levels: **K-8**
Student Enrollment Cap: **280**
Address of Proposed Charter: **922 E. Emma Ave, Springdale AR 72765**

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,
- Innovations that would distinguish the charter from other schools

Fully Responsive

Concerns and Additional Questions

Explain how the assessment, class assignment, advancements, and grade level and data recording will be monitored and implemented in mixed age grouping.

- **Grade level and class assignments:** Students will be assigned to grade level in accordance with Arkansas kindergarten admission cutoff, e.g., age 5 on or before September 15th. Students will automatically promote to the next grade cohort the following fall. In general, academic retention or, by contrast, skipping grades, is discouraged in the Montessori model as teachers are trained to differentiate for all levels of learning in their classroom. Montessori teachers pull materials from lower or higher classroom levels if a student's ability level falls outside of the three-year age span of the group. Grade skipping or retention is advised primarily based on social development indicators. In the rare event that a developmental or academic need for retention or grade-skipping is determined, a team to include the Program Director, SPED teacher, PLC Leader, Counselor, classroom teacher, and parents/guardians will be assembled to make a determination.
- **Grade Level Distribution.** Grade cohorts will be randomly and equally divided into mixed-age classrooms. See the table below:

	GRADE 1	GRADE 2	GRADE 3	TOTAL CLASS SIZE
MIXED CLASSROOM A	8	7	7	22
MIXED CLASSROOM B	7	8	8	23
TOTAL AGE COHORT	15	15	15	

• Assessment.

1. **Formative:** Formative assessments of individual students will be conducted through classroom observations and notated on the Montessori Compass software application—an online gradebook that aligns Montessori curriculum with the CCSS—as described on pages 22-23 of the application. In addition, STAR Reading and Math assessments will be administered to individual students in their classrooms throughout the year to monitor individual and group progress on CCSS skills.
2. **Summative:** Students will be assessed individually in the classroom for Dibels, STAR, and Technology Portfolios. For standardized assessments, i.e. CCSS, Benchmark, and ITBS, students will be divided by traditional grade levels, determined by birthdays, for test administration by Arkansas-certified teachers.

• Data collection and monitoring: Test data will be stored on the Arkansas Public School Computer Network system by individual (birthday-based) grade level in keeping with traditional public school protocol, and monitored accordingly. Individual test scores will also be recorded in each student’s Personal Work Plan to inform teacher lesson planning and parent conferences. The Program Director will monitor student scores by traditional grade level cohort, and also by mixed-age classroom to evaluate traditional grade level progress as well as mixed-grade classroom achievement and teacher effectiveness. Grade level progress monitoring will inform school-wide curricular planning and decision-making. Mixed-grade, teacher effectiveness monitoring will inform administrative decisions about teaching assignments and professional development.

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: EDUCATIONAL PROGRAM

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

Evaluation Criteria:

- A clear description of the proposed educational program, including but not limited to the foundational educational philosophy and curricular and instructional strategies to be employed;
- An educational program with ample resources to ensure that students achieve academic goals and excel;
- A description of the grade levels and maximum enrollment, by year, if the charter plans to grow over time; and
- A description of the length of school day and school year that meets minimum state requirements.

Fully Responsive

C7: CURRICULUM ALIGNMENT

The Curriculum Alignment section should define the process by which the charter will ensure that the curriculum aligns with Arkansas Curriculum Frameworks and Common Core State Standards.

Evaluation Criteria:

- Evidence that the applicant has a process to ensure all curriculum materials , used in the educational program, align with the Arkansas Department of Education’s curriculum frameworks and the Common Core State Standards

Fully Responsive

C8: STUDENT SERVICES

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

Evaluation Criteria:

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

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

Partially Responsive- FULLY RESPONSIVE (BASED ON RESPONSE)

Concerns and Additional Questions

Guidance Program:

Explain how the charter will retain a counselor in the event that the waiver is not approved.

In the event a waiver is not approved, the charter will staff a .5 Arkansas-certified counselor at a salary commensurate with the SPED teacher salary for the first two years of operation. To prevent this added expense from putting us at financial risk, we would eliminate one bus purchase and one driver position for the first two years, possibly reducing our ability to achieve our mission by accommodating student

transportation needs. For this reason, a waiver is requested based on the plan to accommodate student needs described in the application and below:

Explain who is responsible for referring a child for help in the event the counselor is not available. Explain who “responsible staff” are and how it is determined which staff receive training on crisis management.

All certified staff will be responsible to refer students who demonstrate need of counseling services indicated by emotional instability, inappropriate behavior, or disclosure of personal issues that indicate a need for professional support or intervention. If the staff member suspects abuse, that staff will be required to follow all Mandatory Reporting laws. However, if the staff member does not suspect abuse but does observe that the child is in need of support beyond that provided by the supportive Montessori learning environment, then the staff member will bring the issue to the attention of the Program Director. The Program Director may refer the student for outside professional counseling or social services directly (with signed permission from the parents/guardian), or, if a need for professional referral is not indicated, work with other Leadership Team members to provide support services available internally (i.e., ELL, SPED, mentor, other supportive staff trained in Crisis Management). If the Program Director is unavailable, this responsibility will fall on the Dean of Students and/or a designated Leadership Team member.

Crisis Management training will be provided to the Leadership Team by a licensed professional counselor (LPC) with experience and training in child and adolescent psychology. In addition to providing staff training, the LPC trainer will be contracted to assist the Program Director in creating a Plan of Action for screening and intervention for students in need of counseling services.

A budget line item of \$1,000 for this training and planning will be added to the budget under “Guidance Services” and subtracted from “Net Revenue.”

Explain who will perform the duties of the counselor as described in this section if a waiver is granted and there is not a counselor in place for the first two years of operation.

The text below is taken from the Public School Student Services Act of 2011, which describes the duties of the Guidance Counselor. The duty assignments for OMA’s first two years of operation are in italics:

(1) Guidance and counseling services, which shall include, but are not limited to:

(A) The availability of individual and group counseling to all students; OMA will partner with the following service provider to offer on- and off-campus counseling services:

Ozark Guidance Center

*School-Based Program
Springdale, AR*

Therapists will bill Medicaid/ARKids as well as private insurers for services. Uninsured patient services will be provided using available community support and sliding-scale fee services.

(B) Orientation programs for new students at each level of education and for transferring students; *An orientation program will be developed by the Leadership Team and implemented by all certified staff prior to the first day of school, and by the Program Director and Administrative Assistant for students who are admitted on or after the first day of school.*

(C) Academic advisement for class selection by establishing academic goals in elementary, middle, and high school; *At OMA, instruction is individualized at the classroom level through the eighth grade. As part of their Montessori training, classroom teachers will assist students in establishing academic goals through a Personal Work Plan. PWP's will be implemented at the classroom level, including any variation of learning plan or curricular selections.*

(D) Consultation with parents, faculty, and out-of-school agencies concerning student problems and needs; *the Program Director and Leadership Team*

(E) Utilization of student records and files; *Program Director and all certified staff in accordance with HIPAA requirements.*

(F) Interpretation of augmented, criterion-referenced, or norm-referenced assessments and dissemination of results to the school, students, parents, and community; *Leadership Team*

(G) The following up of early school dropouts and graduates; *NA*

(H) A school-initiated system of parental involvement; *Leadership Team*

(I) An organized system of informational resources on which to base educational and vocational decision making; *Leadership Team*

(J) Educational, academic assessment, and career counseling, including advising students on the national college assessments, workforce opportunities, and alternative programs that could provide successful high school completion and postsecondary opportunities for students; *Program Director and all certified staff*

(K) Coordinating administration of the Test for Adult Basic Education or the General Educational Development pretest to students by designating appropriate personnel, other than the school guidance counselor, to administer the tests; *NA*

(L) Classroom guidance, which shall be limited to forty-minute class sessions, not to exceed three (3) per day or ten (10) per week; and *Leadership Team and teachers*

(M) Guidance in understanding the relationship between classroom performance and success in school; *All certified staff*

Transportation:

Explain the possible conflict of interest in encouraging students to enroll in an after school program owned and operated by the charter's sponsoring entity.

The sponsor entity will partner with a local service provider to offer an on-campus after-school program option. The sponsoring entity will use fair, open, and ethical procurement practices to find the highest quality service at an affordable price for families. The service provider must be a DHS-licensed provider that accepts DHS childcare assistance vouchers, a sliding fee scale, or other subsidized funding to accommodate low-income families so no child is turned away for inability to pay. In the event that no bidders come forward after a due diligence search and a public ad in the Legal section of the local newspaper, the sponsoring entity will offer services that meet the necessary criteria. In this event, a separate bank account will be opened for the program, and all fees for service, grants, and donations collected by the program will be used to fund and better the program including staffing, materials, and equipment. No mixing of charter funds occur, however, staff employed by the charter may be hired by the after-school program under separate contract. Also, a partnership for shared space may mutually benefit both the school and the after-school program.

C9: GEOGRAPHICAL SERVICE AREA

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

Evaluation Criteria:

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

Fully Responsive

C10: ANNUAL PROGRESS REPORTS

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

Evaluation Criteria:

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

Fully Responsive

C11: ENROLLMENT CRITERIA AND PROCEDURES

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

Evaluation Criteria:

- A student recruitment plan that will provide equal opportunity for all parents and students to learn about and apply to the school;
- An enrollment and admissions process that is open, fair, and in accordance with applicable law; and
- A process for, and a guarantee of, a random, anonymous lottery process should there be more student applications than can be accommodated under the terms of the charter.

Fully Responsive

C12: PRIOR CHARTER INVOLVEMENT

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

Evaluation Criteria:

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

Fully Responsive

C13: STAFFING PLAN

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

Evaluation Criteria:

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

Fully Responsive

Concerns and Additional Questions

Provide the accepted subject area for the bachelor's degree for the Dean of Students. Provide a line item in budget for the dean of students.

Dean of Students candidates possessing a bachelor's degree from an accredited institution and with less than three years leadership experience in one of the areas described in the application (education, school transportation, school food service, or business) should have a bachelor's degree in business or a master's degree (or certificate) in Education Leadership. The ideal candidate will have a master's degree in Business or Education Leadership, as well as three years of on-the-job leadership experience in one of these areas.

Dean of Students 2017-2018 starting salary: \$45,000 - \$55,000, commensurate with experience.

C14: BUSINESS AND BUDGETING PLAN

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

Evaluation Criteria:

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

- An understanding of the minimum number of students required for financial viability and a contingency plan to provide the education program outlined in the program if fewer students than necessary for viability enroll and/or attend; and
- Plans to pay for unexpected but necessary expenses

Fully Responsive

C15: FINANCIAL AND PROGRAMMATIC AUDIT PLAN

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

Evaluation Criteria:

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

Fully Responsive

C16: ARKANSAS PUBLIC SCHOOL COMPUTER NETWORK ASSURANCES

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

Evaluation Criteria:

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

Fully Responsive

C17: FACILITIES

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

Evaluation Criteria:

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

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

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

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

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

Fully Responsive

C18: CONFLICTS OF INTEREST

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

Evaluation Criteria:

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

Fully Responsive

C19: FOOD SERVICES

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

Evaluation Criteria:

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

Fully Responsive

Concerns and Additional Questions

Confirm that the charter will meet all USDA and Arkansas Nutrition guidelines.

Ozark Montessori Academy will meet all USDA and Arkansas Nutrition guidelines.

The budget indicates that a food service vendor has been secured. Confirm that all federal bidding and procurement laws are followed in securing a vendor.

Ozark Education, Inc., follows all federal bidding and procurement laws in securing vendors.

C20: PARENTAL INVOLVEMENT

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

Evaluation Criteria:

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

Fully Responsive

C21: WAIVERS

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

Evaluation Criteria:

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

Concerns and Additional Questions

SEE LEGAL COMMENTS

C22: DESEGREGATION ASSURANCES

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

Evaluation Criteria:

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

Concerns and Additional Questions

SEE LEGAL COMMENTS

C23: SUSTAINABILITY OF THE PROGRAM

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

Evaluation Criteria:

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

Fully Responsive

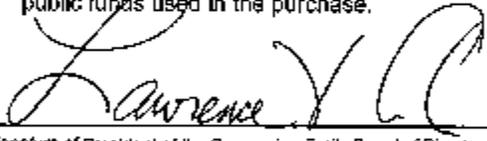
ADDITIONAL COMMENTS:

Statement of Assurances document is not signed. Provide a signed copy of the Statement of Assurances.

SEE BELOW.

13. The facilities of the public charter school shall comply with all requirements for accessibility for individuals with disabilities in accordance with the ADA and IDEA and all other state and federal laws.

14. Should the open-enrollment public charter school voluntarily or involuntarily close, the applicant confirms the understanding that any fees associated with the closing of the school including, but not limited to, removal of furniture, equipment, general expenses, etc., are the sole responsibility of the sponsoring entity. No indebtedness of any kind incurred or created by the open-enrollment public charter school shall constitute an indebtedness of the state or its political subdivisions, and no indebtedness of the open-enrollment public charter school shall involve or be secured by the faith, credit, or taxing power of the state or its political subdivisions. Upon dissolution of the open-enrollment public charter school or upon nonrenewal or revocation of the charter, all net assets of the open-enrollment public charter school, including any interest in real property, purchased with public funds shall be deemed the property of the state, unless otherwise specified in the charter of the open-enrollment public charter school. If the open-enrollment public charter school used state or federal funds to purchase or finance personal property, real property or fixtures for use by the open-enrollment public charter school, the authorizer may require that the property be sold. The state has a perfected priority security interest in the net proceeds from the sale or liquidation of the property to the extent of the public funds used in the purchase.



Signature of President of the Sponsoring Entity Board of Directors

20 July 2014
Date

LAWRENCE V. ASH
Printed Name

Red=Waivers not previously requested, need additional discussion, or have remaining
Green=Waivers previously granted, no remaining issues
Information provided by Applicant is in italics.

Ozark Montessori Academy Waivers Requested in Original Application 2014 Open Enrollment Application

1. Licensure

Ark. Code Ann. §§ 6-15-1004 (concerning qualified teachers in every classroom)

Ark. Code Ann. § 6-17-302 (concerning employment of certified personnel)

Ark. Code Ann. § 6-17-309 (concerning certification to each particular grade of subject matter)

Ark. Code Ann. § 6-17-401 (concerning teacher licensure requirements)

Ark. Code Ann. § 6-17-902 (concerning definition of teacher)

Ark. Code Ann. § 6-17-919 (concerning warrants void without valid teaching license and contract)

Standards for Accreditation Section 15.02 and 15.03

ADE Rules Governing Educator Licensure

Ozark Montessori Academy seeks exemption from this portion of the Education Code as OMA teachers of core academic subject areas will meet the federal requirements for Highly Qualified Teachers as defined by the No Child Left Behind Act of 2001. All administrators and staff will comply with Arkansas required criminal background checks and will remain accountable to the Code of Ethics for Arkansas Educators. In non-core academic subject areas, OMA teacher applicants for full-time teaching positions who do not have a degree in their teaching assignment area or are not currently certified must show evidence of application to the Arkansas Alternative Licensure Program and/or documentation of completion or enrollment in an accredited degree program or Program of Study for teacher licensure. All OMA administrators and staff will be thoroughly trained to carry out the OMA mission and program.

Legal Comments: None.

Remaining Issues: None

2. Superintendent Licensure

Ark. Code Ann. §§ 6-13-109

Ark. Code Ann. § 6-17-427

Red=Waivers not previously requested, need additional discussion, or have remaining
Green=Waivers previously granted, no remaining issues
Information provided by Applicant is in italics.

Standards for Accreditation 15.01

ADE Rules Governing the Superintendent Mentoring Program

Ozark Montessori Academy seeks exemption from this portion of the Education Code as the Program Director of OMA, reporting directly to the Board of Trustees, will lead the district and building administration of the school.

Legal Comments: None.

Remaining Issues: None

3. Teacher Fair Dismissal Act/ Public School Employee Fair Hearing Act

Ark. Code Ann. §§ 6-17-1501 et seq.

Ark. Code Ann. §§ 6-17-1701 et seq.

Ozark Montessori Academy seeks exemption from this portion of the Education Code as the OMA employees may resign “at will,” i.e., without notice to their employer, just as OMA will have authority to dismiss employees “at will,” i.e., without notice or cause.

Legal Comments: None.

Remaining Issues: None

4. Minimum Salaries for Certified and Classified Staff

Ark. Code Ann. §6-17-2203

Ark. Code Ann. § 6-17-2403

Sections 6 and 8 of the ADE Rules Governing School District Requirements for Personnel Policies, Salary Schedules, Minimum Salaries and Documents Posted to District Website.

Ozark Montessori Academy seeks exemption from this portion of the Education Code as OMA will pay certified and classified staff salaries and hourly rates commensurate with experience and competitive with salaries and rates of similar-sized schools and programs in our region.

Legal Comments: None.

Remaining Issues: None

Red=Waivers not previously requested, need additional discussion, or have remaining
Green=Waivers previously granted, no remaining issues
Information provided by Applicant is in italics.

5. Start and End Dates for School Year

Ark. Code Ann. § 6-10-106

Ozark Montessori Academy seeks exemption from this portion of the Education Code as OMA may extend the school calendar up to five days preceding the week of August 19 and five days following Memorial Day, not including inclement weather days, for a total of 188 school days.

Legal Comments: Based upon the information provided, it appears applicant needs a waiver only of Ark. Code Ann. § 6-10-106(a)(1)(A). Please clarify.

In response to the ADE review comments, the applicant wishes to clarify that it is requesting a waiver for Ark. Code Ann. §6-10-106 (a)(1)(A) and (f). As stated in its original waiver request, we will have an academic calendar that provides for 188 school days. The waiver is being requested so that the applicant's academic calendar may have an early starting date and a fixed ending date.

Remaining Issues: None

6. Gifted and Talented

Ark. Code Ann. §§ 6-42-109 and 6-20-2208(c)(6)

Standards for Accreditation 18.0

ADE Rules Governing Gifted and Talented Approval Standards

Ozark Montessori Academy seeks exemption from this portion of the Education Code as OCCA will provide individualized instruction, enrichment opportunities, and Advanced Placement courses to meet the needs of GT students.

Legal Comments: Applicant should confirm that OCCA should read OMA.

The applicant hereby clarifies its waiver request by substituting “OMA” for “OCCA”.

Remaining Issues: None

7. Licensed Library Media Specialist

Ark. Code Ann. §§ 6-25-103 & 104

Standards for Accreditation 16.02.3

Red=Waivers not previously requested, need additional discussion, or have remaining

Green=Waivers previously granted, no remaining issues

Information provided by Applicant is in italics.

Ozark Montessori Academy seeks exemption from this portion of the Education Code as OMA will provide students access to books and media through classroom and digital library and media holdings. Teachers will be trained and will train students to access materials to support classroom learning and enrich literacy development.

Legal Comments: None.

Remaining Issues: None

8. Alternative Learning Environments (ALE)

Ark. Code Ann. §§ 6-15-1005(b)(5)

Ark. Code Ann. § 6-18-503(a)(1)(C)(i)

Ark. Code Ann. § 6-48-101 et seq.

Standard for Accreditation 19.03

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

Ozark Montessori Academy seeks exemption from this portion of the Education Code as OMA will accommodate the needs of students deemed at-risk through smaller class sizes, career counseling and training, social services access, life skills training, and other services designed to support success for all students.

Legal Comments: None.

Remaining Issues: None

9. Adoption of Policy (Site-Based Decision Making)

Ark. Code Ann. § 6-13-1303

Ozark Montessori Academy seeks exemption from this portion of the Education Code as all OMA staff, certified and classified, will be invited to serve on Professional Learning Community committees and the Community Advisory Board, bodies that will advise and inform Ozark Education, Inc., Board of Trustees and OMA administrator decision-making.

Legal Comments: None.

Remaining Issues: None

Red=Waivers not previously requested, need additional discussion, or have remaining
Green=Waivers previously granted, no remaining issues
Information provided by Applicant is in italics.

10. United States Flag

Ark. Code Ann. §§ 6-16-105

Ozark Montessori Academy seeks exemption from this portion of the Education Code as OMA may be leasing space from another organization and therefore will not be a decision-maker as to the placement of flags or other items on the grounds. However, OMA will prominently display a United States flag in a prominent indoor area within its leased space and will display it at school events. OCCA students will be taught to show respect to the flag and pledge allegiance at appropriate times.

Legal Comments: None.

Remaining Issues: None

11. Arkansas State Flag

Ark. Code Ann. §§ 6-16-106

Ozark Montessori Academy seeks exemption from this portion of the Education Code as OMA will be leasing space from another organization and therefore will not be a decision-maker as to the placement of flags or other items on the grounds. However, OMA will prominently display an Arkansas state flag in a prominent indoor area within its leased space and will display it at school events. OMA students will be taught to show respect to the flag.

Legal Comments: None.

Remaining Issues: None

12. Daily Planning Period

Ark. Code Ann. §§ 6-17-114

Ozark Montessori Academy seeks exemption from this portion of the Education Code as OMA will provide teachers with non-teaching time adequate to perform their duties. Most teachers will be granted 200 minutes per week, but the 40 min. per day requirement may be adjusted according to the scheduling of our unique program.

Legal Comments: None.

Remaining Issues: None

Red=Waivers not previously requested, need additional discussion, or have remaining
Green=Waivers previously granted, no remaining issues
Information provided by Applicant is in italics.

13. Personnel Policies Committee

Ark. Code Ann. §§ 6-17-203

Ozark Montessori Academy seeks exemption from this portion of the Education Code as all OMA staff, certified and classified, will be invited to serve on Professional Learning Community committees and the Community Advisory Board, bodies that will advise and inform Ozark Education, Inc., Board of Trustees and OMA administrator decision-making.

Legal Comments: None.

14. Twelve-Month Contracts for Vocational Agriculture Teachers

Ark. Code Ann. §§ 6-17-802

Ozark Montessori Academy seeks exemption from this portion of the Education Code as the OMA budget will not have the funds to pay for an extended contract in the event an agriculture teacher is hired.

Legal Comments: None.

Remaining Issues: None

15. Teacher's Salary Fund

Ark. Code Ann. §§ 6-17-908(a)(4)(B)

Ozark Montessori Academy seeks exemption from this portion of the Education Code as the Board of Trustees shall make all decisions regarding fringe benefits and insurance under advisement of the Community Advisory Board.

Legal Comments: None.

Remaining Issues: None

16. Leased Academic Facilities

Ark. Code Ann. §§ 6-21-117

Ozark Montessori Academy seeks exemption from this portion of the Education Code as OCCA is not able to conform to the school facility standards as defined in the Arkansas

Red=Waivers not previously requested, need additional discussion, or have remaining

Green=Waivers previously granted, no remaining issues

Information provided by Applicant is in italics.

School Facility Manual. OCCA will provide a safe and comfortable learning environment that conforms to IDEA and ADA rules as well as passing all local fire, health, boiler, and business inspections.

Legal Comments: Should OCCA should be changed to OMA?

The applicant hereby clarifies its waiver request by substituting “OMA” for “OCCA”.

Remaining Issues: None

17. Length of Director's Terms

Ark. Code Ann. §§ 6-13-608

Ozark Montessori Academy seeks exemption from this portion of the Education Code as the Board of Trustees adheres to by-laws authorized by Ozark Education, Inc., a non-profit organization.

Legal Comments: None.

Remaining Issues: None

18. Board of Director

Ark. Code Ann. §§ 6-13-604, 6-13-608, 6-13-611, 6-13-613, 6-13-615, 6-13-616, 6-13-617, 6-13-618, 6-13-619

Ozark Montessori Academy seeks exemption from this portion of the Education Code as the Board of Trustees adheres to by-laws set by Ozark Education, Inc., a non-profit organization.

Legal Comments: Ark. Code Ann. § 6-13-604 has been repealed. Explain how often meetings will be held and how they will be called if Ark. Code Ann. § 6-13-619 is not followed.

a.) The applicant hereby withdraws its request for a waiver of Ark. Code Ann. §6-13-604.

b.) The Trustees' frequency of the Board of Directors meetings, and how they will be called, is contained in Section 2. of the original application on Page Seven (7) in Sections 7. (“Annual Meeting”) and 9. (“Special Meetings”) of “Article IV. Board of Trustees” of the “Governing Structure” portion of the Ozark Education, Inc. Bylaws.

Remaining Issues: None

19. Duty Free Lunch Period

Red=Waivers not previously requested, need additional discussion, or have remaining
Green=Waivers previously granted, no remaining issues
Information provided by Applicant is in italics.

Ark. Code Ann. §§ 6-17-111

Ozark Montessori Academy seeks exemption from this portion of the Education Code as, being a very small school, staff may be needed to assist with supervision of students at lunch time when administrators are unavailable.

Legal Comments: None.

Remaining Issues: None

30. Guidance Counseling Services

NOTE TO APPLICANT: Page 26 of the application reads that Ozark Montessori Academy would seek a waiver of a guidance program for years one and two of operation, but no waiver was request was requested in Section 21 of the Application. Please clarify.

In response to the ADE review comments, the applicant wishes to clarify its application by requesting a waiver of Ark. Code Ann. §6-18-1001 et seq.; Section 16.01 of the ADE Rules Governing the Standards for Accreditation; and Section 3.01.1 of the ADE Rules Governing Public School Student Services.

As described on Page Twenty-Six (26) of the application, the applicant will provide guidance counseling services in its first two (2) years of operation but requests the flexibility to do so through the use of its own trained staff and local social and professional services.

Remaining Issues: None

Desegregation analysis fully responsive.