



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.

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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 • 501.682.9409

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 Nicholas*
Martha Nicholas

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

Vote centers

- WASHINGTON COUNTY**
- Runoff elections are today for the District 1 seat in the House. The Republican Party and the District 1 race in Washington County consists of 11 public works in order of their priority will be held and the vote will be taken on the day of the election. The state house race is a Republican primary with the incumbent race in a Democratic race. Anyone who voted for the March 1 Democratic Party primary is not eligible to vote in the Runoff election. Anyone who voted for the GOP primary is not eligible to vote in the runoff election.
- Ellettsville**
- Central United Methodist Church, 600 N. 1st St.
 - Mount Comfort Church of Christ, 245 N. Market Street
 - St. Stephen's Methodist Church, 100 N. 1st St.
- Springfield**
- Central United Methodist Church, 600 N. 1st St.
 - Mount Comfort Church of Christ, 245 N. Market Street
 - St. Stephen's Methodist Church, 100 N. 1st St.
- Ellettsville**
- Central United Methodist Church, 600 N. 1st St.
 - Mount Comfort Church of Christ, 245 N. Market Street
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- Ellettsville**
- Central United Methodist Church, 600 N. 1st St.
 - Mount Comfort Church of Christ, 245 N. Market Street
 - St. Stephen's Methodist Church, 100 N. 1st St.

Motions challenge state statutes

Attorney for one of three accused in shooting seeks to dismiss charges

BOSS WOOD — An attorney for one of three men charged in a fatal Springfield shooting filed challenges to the state's capital murder and death penalty statutes in Washington County Circuit Court on Monday.

Three men were standing near a car when four men in a blue Ford Focus pulled up and demanded to know their names. One of the three said he was in a gang, and one of the people in the car opened fire, killing James Rodriguez, 20, last April 11 in Springfield.

Jose Delatorre, 25, believed to be a passenger, is charged with accomplice to capital murder. Delatorre's attorney filed motions to dismiss charges against him.

Delatorre's attorney, Jose Delatorre, filed motions to dismiss charges against him.

police believe to be the gunman, is charged with accomplice to capital murder and accomplice to the unlawful discharge of a firearm from a vehicle. Martinez has a court date of April 13.

Delatorre's attorney, Jose Delatorre, filed motions to dismiss charges against him.

Delatorre's attorney, Jose Delatorre, filed motions to dismiss charges against him.



Delatorre

Time for a repair



Janie Kozick of Rogers gets a look in a clock hanging above a sidewalk in downtown Rogers on Monday. Kozick works for Sign Artists and is repairing the clock, a process that should take a couple of weeks barring complications.

- BENTON COUNTY**
- Any vote in Benton County will be held before 8 p.m. on the day of the election. The primary election is held on the first Tuesday after the first Monday in May. The runoff election is held on the first Tuesday after the first Monday in June.
- Ellettsville**
- Central United Methodist Church, 600 N. 1st St.
 - Mount Comfort Church of Christ, 245 N. Market Street
 - St. Stephen's Methodist Church, 100 N. 1st St.
- Springfield**
- Central United Methodist Church, 600 N. 1st St.
 - Mount Comfort Church of Christ, 245 N. Market Street
 - St. Stephen's Methodist Church, 100 N. 1st St.
- Ellettsville**
- Central United Methodist Church, 600 N. 1st St.
 - Mount Comfort Church of Christ, 245 N. Market Street
 - St. Stephen's Methodist Church, 100 N. 1st St.

Runoff races

- There is a list of candidates who will be on today's ballot in the runoff elections. Democrats are denoted by (D), Republicans by (R).
- State House of Representatives District 11**
- Scott County Sheriff/Candidate
 - Scott County Sheriff/Candidate
- Scott County Sheriff/Candidate**
- Scott County Sheriff/Candidate
 - Scott County Sheriff/Candidate

Lowell approves FedEx, Burger King plans

TERESA MUSS / 2016 DEMOCRAT-GAZETTE

LOWELL — Planning Commission members approved plans for a FedEx facility and Burger King during its meeting Monday.

The 250,000-square-foot FedEx facility will house a ground terminal, according to Daniel Ellis, vice president of Crawford Tilt. He said it's planned for 400 N. Good Springs Road.

Development of the facility is contingent on an agreement between the owner and city. The two parties must agree on a set amount to cover improvements to North Good Springs Road.

"We need to get streets built. I don't want Lowell taxpayers to pay for streets that FedEx needs," — Mitch Wright, planning commissioner

The property was rezoned to commercial in March 2015 after multiple public meetings. Several residents heard rumors the rezoning would house a FedEx facility and said the rezoning couldn't support the traffic.

Ryis Sullivan, planning director, said North Good Springs Road is at the top of the city's list for roads to improve. She said preliminary plans show the road expanded from two to five lanes. The improvements will likely begin within the next two years, she said.

Developers are required to provide money to the city for future improvements to roads adjacent to their properties, Sullivan said. She said the city and FedEx officials had a difference on how much improvement to North Good Springs Road could cost.

The Planning Commission also approved plans for a Burger King at 121 N. Huntington St. during the meeting.

The 2,530-square-foot facility will be the first Burger King in Lowell. The current Burger King sits at 700 S. Eighth St. in Rogers.

Construction on the project is likely to start within three to six months, said Joe Orr, Flew & Associates project manager. He said the fast-food chain could open its doors within five to eight months.

Teresa Muss can be contacted by email at tmuss@democrat-gazette.com or on Twitter @WVA2016.

Fired deputy facing charge over use of force

DEBRA HALL-SHELFON / ANSHAW JOURNAL-GAZETTE

CONWAY — A special prosecutor filed a 20th-century battery charge Monday against the role Pauline County Sheriff's Office deputy who was fired for using "excessive force" during a videotaped arrest that followed a wild car chase reaching speeds of 125 mph in May.

Burgess Washington, 43, of Volusia was charged with third-degree battery, a Class A misdemeanor punishable by up to one year in jail and a \$5,000 fine. The special prosecutor, Tom Tutum, wrote on the arrest warrant that bail should be set at \$10,000.

Tutum also asked the District Court to order that Washington have no contact with the man arrested, Harvey Martin III, 46, of Conway. Martin's arrest was caught on videotape by a body camera used by a Mayflower police officer who had joined the high-speed chase from Mayflower to Conway. The other suspect, Christopher Cummings, 29, was arrested a short distance away by other officers but that arrest was not recorded.

An affidavit dated March

Martin's arrest was caught on videotape by a body camera used by a Mayflower police officer who had joined the high-speed chase from Mayflower to Conway.

comment because of a pending federal investigation of the May 4 arrests of Harvey and Cummings by Washington and other deputies.

Cummings, who police say fired the shots during the chase, was jailed on various charges including attempted capital murder. Authorities have dismissed the charges against Martin, who was driving the vehicle in which Cummings was a passenger. Authorities said they determined that Cummings forced Martin to drive the fleeing car a gunpoint.

During its federal investigation of the arrests, Sheriff Sgt. Sam Keller interviewed 14 deputies who participated in the pursuit, arrests or both.

In a tape-recorded interview, Deputy Chris Myers told Keller: "I know Eugene Washington was standing back over here, steadily kicking [Martin]... kicking him

with the boat — that brown cowboy hat."

"It was scared the boat was going to hit me in the face," Myers said.

A Conway police officer who went to the scene, Tim Cooper, reported that "a plainclothes deputy" — Washington — told him shortly after the arrests. "You don't want me to interview him [Martin] right now. He is still happy with me right now." The deputy then shined his flashlight on his boat and laughed.

Responsive Education Solutions® plans to submit an application to the Florida Board of Education to issue a charter school in Fayetteville, Arkansas, to be referred to as Classical Academy of Fayetteville.

NOTICE OF PUBLIC HEARING

Mountain Inn Fayetteville
145 Kings Dr.,
Fayetteville, AR 72701
Tuesday, April 19, 2016, 6:30 PM

All are welcome to join us to learn about Responsive Education Solutions® and the opportunities we will bring to our community.

Living In A Circle | When Safety Bets Are Part of Your Life...BUCKLE UP!

Public meetings

- TODAY**
- 5:30 p.m.
- Washington County Quorum Court — Courthouse (Lower Level) Court & Courthouse, 200 N. College Ave. Fayetteville
- 8 p.m.
- Springdale City Council — City Council Chambers, City Administration Building, 201 Spring St., Springdale City Council — 393 S.W.A.S.
- WEDNESDAY**
- 1:30 p.m.
- Northwest Arkansas Regional Planning Commission — 611 Clayton St., Springdale
- 5:30 p.m.
- Fayetteville Community Development Block Grant Action Plan — Room 201, City Hall, 110 W. Mountain St.
- THURSDAY**
- 4:30 p.m.
- Fayetteville Planning Commission — Room 111, City Hall, 110 W. Mountain St.
- 8 p.m.
- Benton County Quorum Court — Courthouse, Courthouse Administration Building, 205 E. Central Ave., Bentonville
- Fayetteville Planning Authority Board — Room 111, City Hall, 110 W. Mountain St.
- MONDAY**
- 1 p.m.
- Washington State Authority — One West 125th St. Farmington
- STAFF REPORT

RESPONSIVE

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

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 Arroyo Ballpark, 300 S. 54th 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.

Grants

Continued from Page 10

through 12, during 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 the student-to-computer ratio from about 10-to-one to one-to-one. Superintendent Michael Moore said, "It was a great change."

Moore said the program is project-based learning. It focuses on problem-solving and learning. It brought in things that led to a "greater level of partnership with our community with a variety of things."

John Woodhouse, a Ballinger senior (High School) eighth grader and a student representative on the board, said he uses a laptop in school every day.

"This has been a huge emphasis," he said. "We do project-based learning all the time."

Travis Riggs, board president, said he had mixed feelings about ending the program.

"I'm not afraid when you do emphasize something, it moves to the back burner," Riggs said. "I just hope we'll find a different way to emphasize it."

The district has been an "over-achiever" coming up with about \$400,000 each year to pay for in-house electronic devices, research help from the Bentonville Public Schools Foundation, Poweraid and other funding sources, making it difficult to sustain the program.

"You bring in a science specialist at the elementary level, which are costly needs. That's an \$80,000 price tag," Moore said.

The district will continue to offer some professional development on project-based learning. The district also plans to rely more on its "bring your own device" policy. Nearly half of the district's 14,000 students have a device at home with the district through that policy, Moore said.

Board member Grant Uptdale said that's one of the reasons he doesn't want to talk much about ending the grant program. Even major corporations "don't issue devices to their employees or the assumption they have their own devices they're already comfortable using," he said.

Board member Joe Quinn said he'd like to see a long-range operating plan devoted to technology.

"I'd be interested in the big picture," Quinn said. "I'd also be interested in what other districts are doing."

Requiring money decisions to be made by the school board program will be used to replace laptops with Chromebooks as the laptops wear out. The Chromebooks are more durable, and there is no need to buy software for them, said Paul Stall, district director of communications.

Stall, however, did not mention an estimated cost of \$1 million for the program.

Teacher grants

1960s to 1980s of the early 2000s in the Bentonville School District. Several districts received grants from the state for use of the 21st Century Technology Act and now many districts have awarded their own grants worth \$25,000.

Year Applications Grants
2012 26 20
2013 27 22
2014 71 26
2015 106 21



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

Transitional living facility moves toward expansion

Home demolished, making room for bigger campus

DAVE PERDUE, STAFF WRITER
ROCKWELL — Rachel Garcia said that the window Monday in a building showed a hole into the side of South Harbor's original dormitory.

"The home was in my family," said Garcia, the president of South Harbor's new expansion. It has been around for a long time. It is in transition in which it is.

The home was built in 1988. The building had been used for about a year when it was deemed structurally unsound. Homeless men stay in another building at the site.

The demolition was said to be about a year ago. "We can now make room for a bigger campus," Garcia said.

A capital campaign to build another dormitory on the site will kick off this fall, she said. The campus is at 1200 N. Second St.

About \$500,000 is needed for an expansion allowing South Harbor to serve up to 40 men at a time, she said. There's room for 20 men now.

"This place has literally saved my life," Garcia said. "It has helped me with my skills and recovery." A friend persuaded Garcia to check into South Harbor, she said. The representative said she was staying in a hotel.

Programs at South Harbor have helped her interview for jobs and enroll in school, Garcia said.

"The program gives us a chance to give back to the community," Garcia said.



Fayetteville residents at Monday evening's Ward 4 meeting, accused Alderman's call for Alderman to step down.

Alderman

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 1B
of saying he would expose himself at Arnsage's. La Tour in an interview said he had left his comments at "a jet of air" and it was "not at all" which he said was "misleading and distorted, and he wouldn't respond."

La Tour pointed to Fayetteville's voter-approved Uniform Civil Rights Protection ordinance, which bars two religious employers and employers from terminating or otherwise discriminating against gay, bisexual and transgender people because of their identities. La Tour opposes the law and said it lets people "show their gender based on how they feel on any given day, making it necessary to conform to the employer's gender."

The American Psychological Association and other professional groups have found sexual orientation and gender identity may stem from a variety of innate and external factors and is "not something a person can choose to change."

In a news release Monday evening, La Tour said the "recurring debate over the ordinance."

For Fayetteville, a group

Springdale man mentally fit for trial, exam results show

LAUREL HILL — A Springdale man accused of trying to kill his wife with a roofing hammer in front of their child 60 to 90 days ago, according to a mental evaluation.

Jarvis Stone, 39, of 703 Oakridge Drive in charge of the Washington County Circuit Court with attorney and capital lawyer Bruce Hartman last April. Hartman, court clerk Mark Landry.

Stone was arrested and charged with a capital offense of first-degree murder after he was charged with the April 14 killing of his wife, Dawn Stone.

Stone was arrested and charged with a capital offense of first-degree murder after he was charged with the April 14 killing of his wife, Dawn Stone.

A 34-year-old man was arrested with a weapon for his husband's Sept. 25, 2015, murder.

Records

Arrests

Benton County Sheriff's Office
Robert V. Stone, 39, of 703 Oakridge Drive in charge of the Washington County Circuit Court with attorney and capital lawyer Bruce Hartman last April. Hartman, court clerk Mark Landry.

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Bogle tree



David Bogle (front left), his mother, Marilyn Bogle, and his sister, Becky Alexander, look over a tree the Monday at Catoosa Park in Bentonville. The tree was planted in honor of Marilyn Bogle by the Jereba 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

BRADY M. NEAL, Bentonville — A 40-year-old man 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 doesn't want to be prepared for trial. He recently took over the case after another deputy prosecutor left the office. 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 Sunday.

Experienced criminal attorneys in her court. Reed also said he was concerned about the quality of the defense. 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 Sunday. 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 Sunday.

Traffic

Continued from Page 1B Springs and Price Cutoff Road, connecting Route 1 and Metcalf Drive. Bella Vista Mayor Peter Christie said city officials have been seeking 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 yet discussed the grants.

Christie said the county only learned of the grants in the last few weeks and had to submit a letter of intent to apply on Friday. Clark and Christie said some of the cost could be shared by the cities if they participate in the grant project. "Essentially, we're asking the county's share of the cost of the project," Christie said. "Almost all of this traffic funnels back into Bentonville." Meckring asked about the county's share of the cost of the project. Clark said his estimate is the work could cost as much as \$20 million with the county's share at \$5 million. Those numbers will likely change if the funding application and the county prepares more detailed information if it needs to pay a money cap. The \$4000 targeted to City Grant will take up the balance this morning. Reed was arrested July 13. A 16-year-old girl reported Reed sexually abused her since she was in the fourth grade. They may be represented by email at mneal@gazette.com or by phone at 484-4242.

Transportation grants

Benton County officials announced Monday that the program with applications to be given to the county by the Arkansas Department of Transportation. The program is called "Transportation Alternatives" and is designed to provide grants to the county to help with transportation projects. The county must use the grants to improve transportation infrastructure to reduce congestion and improve safety. The grants will be available to the county by the end of the fiscal year. The county must submit an application to the state by the end of the fiscal year. The county must also have a matching fund of at least 25 percent of the grant amount. The county must also have a matching fund of at least 25 percent of the grant amount.

Bentonville School District arrives at price for new schools

DAVE PEROLEK, Bentonville — Building the school district's next two schools will cost about \$2 million less than originally budgeted. The school board on Monday unanimously approved a 10 percent maximum price of \$26,932,907 to build the district's fifth elementary and fifth middle schools, which will be built together on Southwest Boulevard East. That figure, combined with the \$2.2 million cost of preparing the site for building, brings the total cost of construction to about \$29.2 million. The original budget for the two schools was \$31.2 million. Additional expenses associated with design, furnishing and academic materials likely will push the price to \$30.5 million. Nabholz Construction, the project manager, invited more than 300 companies to bid on the project. "Every one of those 300 companies got a personal call from Nabholz," said Jason Miles, a manager for Nabholz. "The end result was 150 proposals received on March 29."

The district and Nabholz are on an aggressive schedule to complete both schools in time for the 2017-18 school year. The building plan, originally expected to be completed April 11, was finished March 25. Miles said he expects construction to begin by April 15. The district is finalizing the project by setting aside a certain amount of money each year toward second-half debt payments. No tax increase was necessary. Discussion of the two schools continued at Monday's board meeting when the principals presented name recommendations. Administrators have proposed naming them Osage Creek Elementary School and Creekside Middle School. These names, now in the top after the district solicited suggestions from the community. Osage Creek runs through part of the property on which the schools are being built. "We have gone to the site several times, just to look and see what kids might name when they see the property for the first time," said Miles. Dave Perolek can be reached at dperolek@gazette.com or by phone at 484-4242.

Springdale

Continued from Page 1B as possible. Lawson asked if it needs to have a money cap. The \$4000 targeted to City Grant will take up the balance this morning. Reed was arrested July 13. A 16-year-old girl reported Reed sexually abused her since she was in the fourth grade. They may be represented by email at mneal@gazette.com or by phone at 484-4242.

Hunter pleads not guilty to murder

BRILL BOWEN, Bentonville — A long-haired accused of fatally shooting a man in rural Carroll County pleaded not guilty to first-degree murder charges on Monday at Carroll County Circuit Court in Berryville. Christopher Kevin Butler, 33, told police he shot John Coffin, 50, in self-defense. Butler said he thought Coffin pointed a gun in his direction so Butler "popped off a couple of rounds," hitting Coffin in the chest. Butler said he was going to die. Butler's attorney, according to an affidavit of

probable cause filed in Carroll County Circuit Court. When Coffin got out of the pickup and got into his car, Butler shot at the car from a distance. Butler fired three shots, according to the affidavit. Butler didn't own the property but had permission to hunt there, said Maj. George Frye, a spokesman for the sheriff's office. Butler is being held in the Carroll County Jail in Berryville with bail set at \$500,000. His next court date is May 10 in Berryville. Said Tom Binger, jail warden in Carroll County, "He's a good guy."

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 30-year-old 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 13th Street and Linden Street at about 9:30 p.m., the report says. The vehicle had been driving on the field and it got stuck in the mud, the report says. Krista Davell, spokeswoman for the Sheriff's Office, said Monday that Vasquez is not an officer employed with the office. Vasquez, who was off duty at the time of the incident, told police he felt 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 "extremely intoxicated" in the report and had red, glassy eyes and slurred speech. He woke up when an officer

CLASSIFIEDS It's gotta be D's SPRINGDALE

NOTICE OF PUBLIC HEARING Hamilton Inn Fayetteville 915 Kropp Dr. Fayetteville, AR 72704 Monday, April 19, 2016 10:30 AM

CLAYTON HOMES OF SPRINGFIELD 3600 N. Highway 448, Bentonville, AR 72716 Call Taylor at 413-262-7171

NOTICE OF PUBLIC HEARING Hamilton Inn Fayetteville 915 Kropp Dr. Fayetteville, AR 72704 Monday, April 19, 2016 10:30 AM

DAVE PEROLEK

FARM & CONSTRUCTION EQUIPMENT AUCTION

CLAYTON HOMES OF SPRINGFIELD

DAVE PEROLEK

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
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

September 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

October 2017						
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	31				

November 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		

December 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						

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

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

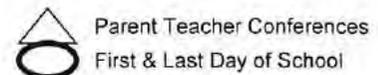
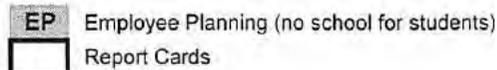
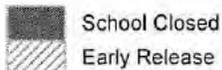
May 2018						
S	M	T	W	T	F	S
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6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

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

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	



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
66	Fringe Benefits (rate used _____ %)		\$0.00		\$0.00
67	Total Data Processing:		\$0.00		\$0.00
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 (List the amount)			<u>\$250,000.00</u>	<u>\$250,000.00</u>
23	Other (Specifically Describe)			<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	<u>\$192,396.03</u>	<u>\$192,396.03</u>
	Purchased Services (List Vendors Below)		
27	V - AD 1		
28	Supplies and Materials	<u>\$3,258.00</u>	<u>\$3,642.00</u>
29	Equipment	<u>\$18,818.18</u>	<u>\$18,666.67</u>
	Other (List Below)		
30	Professional Development	<u>\$1,305.82</u>	<u>\$1,352.67</u>
31	Travel	<u>\$1,818.18</u>	<u>\$1,666.67</u>
32	Total Administration:	<u>\$217,596.21</u>	<u>\$217,724.04</u>
Regular Classroom Instruction:		<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
33	Salaries and Benefits	<u>\$339,033.60</u>	<u>\$402,739.20</u>
	Purchased Services (List Vendors Below)		
34	V - CI 1 Professional Services	<u>\$1,000.00</u>	<u>\$1,000.00</u>
35	Supplies and Materials	<u>\$11,533.00</u>	<u>\$12,984.00</u>
36	Equipment	<u>\$8,181.82</u>	<u>\$8,333.33</u>
	Other (List Below)		
37	Curriculum/Textbooks	<u>\$21,168.00</u>	<u>\$24,768.00</u>
38	Reading Materials	<u>\$423.00</u>	<u>\$495.00</u>
39	Professional Development	<u>\$5,876.18</u>	<u>\$6,763.33</u>
40	Travel	<u>\$8,181.82</u>	<u>\$8,333.33</u>
41	Total Regular Classroom Instruction:	<u>\$395,397.42</u>	<u>\$465,416.19</u>
Special Education:		<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
42	Salaries and Benefits	<u>\$51,509.76</u>	<u>\$51,509.76</u>
	Purchased Services (List Vendors Below)		
43	V - SE 1		
44	Supplies and Materials		
45	Equipment		
	Other (List Below)		
46			
47	Total Special Education:	<u>\$51,509.76</u>	<u>\$51,509.76</u>
Gifted and Talented Program:		<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
48	Salaries and Benefits	<u>\$0.00</u>	<u>\$0.00</u>
	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:		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

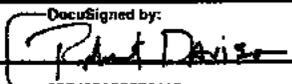
Responsive Education Solutions of Arkansas
Sponsoring Entity

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:

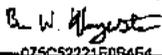
1. The information submitted in this application is true to the best of my knowledge and belief, and this application has been sent to the superintendent of all the districts from which we intend to draw students.
2. The open-enrollment public charter school shall be open to all students, on a space- 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 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.

DocuSigned by:


075C52221E06A64

4/27/2016

Signature of President of the Sponsoring Entity Board of Directors

Date

Ben Klingenstein

Printed Name

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/

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/

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/

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/

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/

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/

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/

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/

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/

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/