



# ARKANSAS DEPARTMENT OF EDUCATION

## 2016 Application Open-Enrollment Public Charter School

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



**Name of Proposed Charter School:**

Lockesburg STEM Academy

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

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

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

**A. GENERAL INFORMATION**

Name of Proposed Charter School: Lockesburg STEM Academy

Grade Level(s) for the School: K-8th Student Enrollment Cap: 360

Name of Sponsoring Entity: JBH Collegiate Academy Public Charter School

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

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

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

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

Name of Contact Person: Michelle L Burgess

Address 503 Deer Run Court City: Suffolk

ZIP: 23434 Daytime Phone Number: (757) 539-1042 FAX: ( )

Email: jbh.academy@yahoo.com

Charter Site

Address: TBD City: Lockesburg

ZIP: 71846 Date of Proposed Opening: 08/11/2017

Chief Operating Officer

of Proposed Charter (if known): Michelle L Burgess Title: CEO/President

Address: 503 Deer Run Court City: Suffolk

ZIP: 23434 Daytime Phone Number: (757) 539-1042

The proposed charter will be located in the Sevier County School District.

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

Name: Pastor Buster Dellinger Position: President State of Residence: AR

Name: Matt Webb Position: Vice President State of Residence: AR

Name: Deborah Hopkins Position: Consultant State of Residence: AR

Name: Phyllis Rogers Position: Financial Advisor State of Residence: AR

Name: Evelyn Perry Position: Compliance State of Residence: AR

Name: LaTricia Hendrix Position: Board Officer State of Residence: AR

Name: Ronnie Clay Position: Board Officer State of Residence: AR

Name: \_\_\_\_\_ Position: \_\_\_\_\_ State of Residence: \_\_\_\_\_

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

2431 (Total District Enrollment)

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

<u>DeQueen</u>	<u>Mineral Springs</u>	<u>Foreman</u>
<u>Horatio</u>	<u>Cossatot K-12</u>	<u>Nashville</u>
<u>Dierks</u>	<u>Ashdown</u>	

## B. EXECUTIVE SUMMARY

Provide the mission statement of the proposed school.

### **Applicant Response:**

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

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

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

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

### **Applicant Response:**

The Lockesburg STEM Academies' approach is framed around four guiding principles:

- An interdisciplinary program integrating the five areas of science, technology, engineering, arts and mathematics.
- Inquiry-based instructional program with real world context.
- Emphasis on design and problem-solving leading to applications.
- Child-centered, community-based school focusing on science, technology, engineering, arts, and mathematics

The LSA education model is anchored in the grade level Common Core State Standards (CCSS) for English Language Arts, Mathematics and Literacy in History/Social Studies, Science and Technical Subjects collectively. The curriculum should allow students to develop life skills and apply content knowledge within a real world context. STEAM education is active and focuses on a student-centered learning environment. Students engage in questioning, problem solving, collaboration, and hands-on activities while they address real life issues. In STEAM education, teachers function as classroom facilitators. They guide students through the problem-solving process and plan projects that lead to mastery of content and STEAM proficiency. STEAM proficient students are able to answer complex questions, investigate global issues, and develop solutions for challenges and real world problems while applying the rigor of science, technology, engineering, and mathematics content in a seamless fashion. STEAM proficient students are logical thinkers, effective communicators and are technologically, scientifically, and mathematically literate. The overall goal is to prepare students for college.

## C. NARRATIVE DESCRIPTION OF THE PROPOSED CHARTER SCHOOL

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

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

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

### **Applicant Response:**

A public hearing was held on April 9, 2016 at 11:00 A.M. at the Lighthouse Church 3455 South Camilia Lockesburg, Arkansas. Approximately people attended the meeting. The meeting was presided over by Dr. Michelle Burgess, President/CEO, of JBH Collegiate Academy Public Charter School, that included a presentation on what is STEAM, what is a Charter School, what are the benefits of a Charter, and an open forum. There were questions, concerns and comments from the community, mayor, Pastor, Police Officers, former teachers, and parents in regards to taxes, transportation, classroom size and lunches. If approved by the Arkansas Department of Education; what is the opening date, how are the children chosen for the school, would the teachers be qualified, how is the school funded, would the school be religious based, parent participation, and would there be consideration for teachers who lost their jobs to be hired for a position? Other comments were based on dissatisfaction of the schools closing without warning and the lack of education with surrounding school districts. Dr. Burgess explained that the meeting was not to disenfranchise the local school districts but to educate everyone about a potential Charter School. Dr. Burgess asked the audience if they felt the area would benefit from a Charter School and asked if they would name the potential Charter. After several possible names and several rounds of voting, those in attendance decided on Lockesburg STEM Academy. There were approximately 50 community members at the meeting and were all in favor of re-opening the Lockesburg Elementary campus. No one present opposed to the proposed charter school.

The notice of the public hearing was published in the Nashville News twice a week beginning March 17, March 21st and 24th, March 28th and 31st, in the news section. The public hearing notice was also published in the DeQueen Bee March 17th, March 21st and 24th, March 28th and 31st. There was advertisement with two local radio stations 104.7 FM and 92.1 FM the week of April 4-8th, and the local news stations (KSLA, KTBS, KMSS, KTAL, April 7th and 8th).

See **Attachement B** for ad copies reflecting publication dates and emails to superintendents of affected school districts notifying them of the public hearing.

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

- A. The notice of the public hearing was published on a weekly basis for at least three (3) consecutive weeks prior to the date of the hearing in a newspaper having general circulation in the school district in which the school will likely be located.
  - B. The notice of the public hearing was not published in the classified or legal notice section of the newspaper.
  - C. *The last publication date of the notice was no less than seven days prior to the public meeting.***
  - D. Within seven calendar days following the first publication of the notice of the public hearing, emails announcing the public hearing were sent to the superintendent of each of the school districts from which the open- enrollment public charter school is likely to draw students for the purpose of enrollment and the superintendent of any district that is contiguous to the district in which the open-enrollment public charter school will be located.
2. Describe the governing structure of the open-enrollment charter school, including board composition, selection process, and responsibilities. Also describe the role of the administrators, faculty, parents, students, and community members in the leadership and decision-making of the school. As part of your response, answer the following specific questions:
- A. Identify what individual, job position(s), or entity(s) will have final decision-making authority for the school in the areas of (1) finance and purchasing; (2) student discipline; (3) hiring and firing of staff; and (4) hiring and firing of the school director or superintendent.
  - B. Specify how the final decision-maker(s) identified in response to (A)(3) will be selected or elected, including (1) length of term, (2) method of selection or election, and (3) who will have the authority to participate in the selection or election process.
  - C. Explain how and to what extent the school's leadership will be accountable to parents.

**Applicant Response:**

LSA acknowledges the Charter Authorizing Panel and the State Board of Education are both authorizing agents for charter schools in the State of Arkansas.

LSA will be governed by an independent Board of Directors specially trained and supported to serve in this role. The Board will be responsible for negotiating and overseeing all contracted services, including those provided by Lockesburg STEM Academy, the proposed educational services provider for the school.

The authorizing entity (JBH Collegiate Academy) received non-profit 501(c)(3) status in December 2015 and is eligible to sponsor a public charter school in Arkansas (documentation provided in Attachment 1). The school will conduct its affairs as a governmental entity exempt from federal income taxes under Section 115 of the U.S. Internal Revenue Code or any successor law.

## **Composition of the Board of Trustees**

The Lockesburg STEM Academy Board of Directors will provide ultimate governance of the school. The Board will ensure that the school is fiscally sound, educationally successful, organizationally viable, and consistent with the school's mission and vision. The Board will appoint the school administrators and will receive monthly reports from them as to all major functions of the school. School Leaders/Administrators are considered non-voting members of the Board and are responsible for implementing and supervising the day-to-day educational, managerial, personnel and fiscal operations of the school. The Director of Student Services will report directly to the appropriate-level school administrator, as do the data manager, and receptionist/administrative assistant. The Finance Director reports directly to the Board and will work closely with the School Leader to manage the fiscal/budget operations of the school. In addition, the contracted professional development and technical assistance providers, while they will work closely with the School Leader, will report to the Board. Positions such as the Curriculum and Instruction Specialist will be phased in as the school grows. However, the reporting structure will be consistent with Year 1 in that School Leaders will be responsible for the educational operations of the school.

## **Board member selection**

In order to recruit and select additional Board members, we will use a rigorous process to include engaging diverse professional and personal networks and utilizing Online resources such as BoardNetUsa and board training programs. Upon receiving a charter, the founders and the current board members are prepared to pivot toward constituting a Board of Trustees that will hire the Superintendent/Principal of the school, set policy, govern, and ensure that the school meets or exceeds the terms of the charter. Because LSA aims to be the Nation's best STEM education program for all students, LSA board members will be chosen for their unique capacity to facilitate that mission through past demonstrated community leadership.

## **Roles and Responsibilities**

The roles and responsibilities of the Board of Directors include:

- Review and act upon Federal and State Laws and policies for the operation of the charter school.
- Establish and monitor the mission, vision, goals, and objectives of the school.
- Monitor the needs of the students; ensure that the goals are aligned.  
Conduct, manage, and control the affairs and the activities of the school, and make rules and regulations.
- Review and act upon administrative recommendations for hiring and non-renewal of faculty and staff.
- Review and act upon the budget and fiscal operations of the school.
- Manage the property and affairs of the school according to the authority vested in the annual meeting.
- Promote clear, effective communication between and among community members, Board, and Lockesburg STEM Academy.
- Perform other such duties as required by state law.

## **Administrator**

The principal is the administrative and professional leader of the school, and as such, he/she is directly responsible to the Superintendent for its successful operation. The major effect of the principal is in the field of educational leadership and supervision, with stress on the improvement of teaching and learning. To bring about this improvement, he/she should call upon all of the resources of the school division.

- The primary duty of the principal is to develop and implement an effective instructional program appropriate to the pupils in his/her school. Careful attention should be given to the supervision of teachers and other instructional personnel working in the school, including both full and part-time personnel.
- Principals have general supervision of the grounds, building, and appurtenances of the school, and are responsible for his/her neatness and cleanliness. The safety of the children is a primary responsibility, and school premises should be inspected regularly, giving careful attention of safety factors. When repairs are needed, principals should notify the designated person in the office of the Superintendent.
- Principals may submit recommendations to the Superintendent for the appointment, assignment, promotion, transfer and dismissal of all personnel assigned to his/her supervision.
- Shaping a vision of academic success for all students, one based on high standards.
- Creating a climate hospitable to education in order that safety, a cooperative spirit and other foundations of fruitful interaction prevail.
- Cultivating leadership in others so that teachers and other adults assume their parts in realizing the school vision.
- Improving instruction to enable teachers to teach at their best and students to learn to their utmost.

- Managing people, data and processes to foster school improvement.

### **Faculty**

Each faculty member is expected to maintain the highest personal standards of character and conduct, to keep abreast of his or her academic discipline through continuing study, research, and/or participation in the activities of his or her professional organization, to strive to improve the effectiveness of his or her teaching, to take a sympathetic interest in the progress and development of each of his or her students, to keep accurate records of academic standing of each student in his or her classes, and to hand in promptly all reports of grades and other information required by the administrator, the administrative assistant, or the President.

- Each faculty member is expected to meet his or her classes as regularly scheduled.
- Each faculty member is expected to maintain adequate office hours so that he or she may be available to the students for conferences.
- Each faculty member is expected to participate in the faculty-student advisory program.
- Each faculty member is expected to attend all meetings of the school.
- Each faculty member is expected to continue to teach until the end of the session for which his or her services were engaged.

### **Students**

Students have the opportunity to participate in collective decision making when they are

- members on a partnership council
- empowered with the ability to go beyond the planning of social events and extracurricular activities
- Students in senior years often participate on school partnership groups as student council members. The attitudes, knowledge, and values a student brings to the council meetings can influence the decisions made by the council or the school.

### **The role a student plays as an educational partner is important to**

- make suggestions that reflect student perspectives
- help design policies and programs
- seek the views of other students and share with the council
- represent students
- seek ongoing consultation with school principal
- provide feedback to student council members

### **Parents and Families**

- provide parental perspectives that complement teacher skills
- monitor homework and school projects
- promote attendance, punctuality, and instill a positive attitude towards education
- volunteer at school activities
- assist school organizations
  - provide information about their child's beliefs, values, and preferred learning styles
- provide information about their culture and family beliefs
- teach and learn as true partners in the educational process
- provide suggestions for successful schools

### **Community members in leadership and decision making**

**Shared leadership** is the practice of governing a school by expanding the number of people involved in making important decisions related to the school's organization, operation, and academics. In general, shared leadership entails the creation of leadership roles or decision-making opportunities for teachers, staff members, students, parents, and community members. Shared leadership is widely seen as an alternative to more traditional forms of school governance in which the principal or administrative team exercises executive authority and makes most governance decisions without necessarily soliciting advice, feedback, or participation from others in the school or community.

Parents are invited to be active members of the school community in a number of ways outlined elsewhere in this document; these include, but are not limited to: serving on formal committees; attending monthly educational sessions; volunteering in school programs; serving as a community mentor or internship supervisor; attending college visits and work-based activities; and taking part in other college/career-access programs. Community

members will be invited into the school periodically, as well as being recruited to serve the school as their interests and talents permit. The School Leader and school staff are available to meet with parents and community members, as much as time permits.

One of the most common forms of shared leadership is a leadership team --i.e., a group of administrators, teachers, staff members, and others who meet regularly to make important school decisions and/or coordinate a school-improvement initiative. Shared leadership may also take other forms: formal committees created to oversee a specific program or provide feedback to the school principal and administration; teams of teachers organized by content area or academic department who meet regularly and provide recommendations on instructional decisions or the design of the academic program; or community meetings in which school leaders listen to the viewpoints and opinions of community members --teachers, students, parents, and others --and then act on their recommendations. That said, these examples constitute only a small selection of possible shared-leadership designs.

The officers will be a President, a Treasurer, and a Secretary. All will be voting Board members. The members will choose officers in accordance with the Bylaws.

### **Member Term Length**

Members will serve staggered terms of one, two, or three years. The Board may renew a Member with an expiring term for an additional three-year term.

### **Member Selection**

The Board is self-perpetuating with new members selected by the Board as membership terms expire. Any member of the community or other locales, may seek election to the Board of Directors, with the exception of employees of LSA, and any person who has been convicted of a felony. The Board anticipates selecting members through an involved review process which includes identifying and interviewing interested candidates to ensure eligibility and that the candidates are supportive of the school's mission. During an open meeting, the Board will meet with the candidates as described in the Bylaws. The Board members shall be elected at any duly organized meeting of the Board by a majority of the Directors then in office.

### **Leadership accountable to parents**

Effective leaders work with representatives from the school's environment - including parents, community members, business and government liaisons - and influence others. They pursue positive interactions with the goals of fostering shared meanings, garnering resources and support and establishing productive inter-organizational relationships. To effectively position their schools within their environments, and to respond to legitimate concerns from parents and others, educational leaders are client-centered, proactive, and focused.

### **Relationship between Board of School and Board of the Sponsoring Entity**

The Board of the school (LSA) is not the same as the Board of the sponsoring entity (JBH Collegiate Academy Public Charter School, Inc.). JBH is a standalone corporate entity with non-profit status and is not a division or part of the Arkansas Department of Education (ADE). The relationship between JBH and the ADE will be based on the terms of the charter. The Board anticipates a positive and effective relationship with the ADE and the State Board of Education.

### **Role Distinctions between Board and School Administration**

The School Leader/Administrator will work with teachers to collectively assess the effectiveness of curriculum and instruction; the administrator then will make recommendations for any changes in curriculum and instruction to the Board, and the Board will have the authority to approve those recommended changes. Personnel decisions are recommended to the Board by the School Leader. All recommendations regarding instructional needs and costs in the annual budget, as well as budget allocations and vendor selections, will be made by the School Leader to the Board, which will have final decision-making power.

### **Ex-Officio Board Members**

The School Leader is an ex-officio members of the Board. As the Charter expands to a full capacity high school, we will consider adding at least one student member ex-officio. These members are non-voting members.

### **Job Description for the Board of Directors Chairperson**

The role of the Chairperson is to oversee the integrity of Board processes, ensure the alignment of all School activities with its stated mission, and represent the Board to outside parties. The general role of the Chairperson, as well as the process for his/her selection and term of office, is outlined in the Bylaws.

S/he will:

- preside at Board meetings in an efficient and effective manner, and set the tone for each meeting through positive leadership.
- assign Board members to committees and monitor their functions
- attempt to arrive at consensus on Board decisions
- be authorized to speak officially for the Board
- promote Lockesburg STEM Academy publicly
- raise funds
- call special meetings, if needed
- inform the full Board of current and pending Board issues and procedures
- ensure that all Board members spend at least one day per term at Lockesburg STEM Academy in order to become more familiar with the workings of the school.
- ensure that the Board behaves in a manner consistent with its own policies and enforce the Board's Code of Conduct

### **Policy Development and Decision Making**

The Board will hold at least nine regular meetings during the year, and more, if necessary. The Board and each of its component committees will develop a set of goals and objectives that will guide their work during the year. Issues for consideration may be raised by members at the meetings, and, depending on the nature of the issues, standing committees or an ad hoc committee appointed by the Board will consider the issues. Committees will meet to pursue their goals, develop policies, and articulate recommendations for the Board to consider at its regular meetings; policies are adopted with a majority vote of members present in a legal Board session.

### **In developing operating policies and procedures, the Board will use the following steps in policy-making:**

- A need is identified by a member of the Board or school community.
- A committee is assigned by the Board. The Board will consider the policy need and articulate general considerations for the policy before assigning the committee to draft a new policy. The committee may include any member of the school, including parents and students, community members, community partners, and/or outside consultants. In any case involving operating policies or procedures, the School Leader will head the committee.
- The Board will articulate a timeframe for the committee's work.
- The committee will draft the policy, calling upon appropriate legal and/or expert advice if necessary.
- The committee will present its work to the Board for approval. The Board will review the draft policy and either approve it or ask for revisions to be reviewed at a later date.
- The Board will conduct periodic reviews of all policies, revising when needed.

\*All personnel will refer to the Personnel Handbook for administrative governing procedures.

**Dr. Michelle Burgess** is the President/CEO of JBH Collegiate Academy Public Charter School, Incorporation. Dr. Burgess has been in the public school system as early as the late eighties, taught adult literacy, and became a licensed educator late 2000 as a Special Education teacher. Dr. Burgess approach to education and classroom management, has successfully increased student scores by 50% in all academic areas; which led to several schools receiving accreditation and Title I funding. Dr. Burgess holds an Associates degree in Early Childhood Education, a Bachelors of Science in Criminal Justice, a Master's Degree in Special Education and a Doctoral Degree in Organizational Leadership with emphasis in Organizational and Educational Leadership. Dr. Burgess also has assisted with the training of first year teachers to include: Collaboration, classroom management, instructional strategies and techniques. Finally, Dr. Burgess writes contracts, by-laws and conflict of interest policies for profit and non-profit organizations.

**Alice Lindemuth** Founder of "Youth for Technology", is a former school principal, school district administrator, Reading Specialist, State Department of Education Federal and State Programs, Director, and teacher who has designed and implemented instructional programs and strategies that have resulted in significant, sustained improvements in student achievement in high-risk, complex needs schools. In close collaboration with

community, nonprofit, business, and local government, she has designed and implemented many successful educational, social, health, and community outreach programs for thousands of low-income, under-served, diverse, and at-risk children, youth, adults, and families.

Alice brings effective community collaboration and capacity-building experience that result in stronger programs and aligned resources to better serve students and families of any community. She is especially effective in partnering with parents and families, and at increasing parent participation and family engagement in their child's learning.

Alice has her Administrative and Principal Credentials from the University of Puget Sound, Masters of Education in Reading from Seattle Pacific University, and Bachelors in Elementary Education from Anderson College. She has presented at many local, state, regional, and national conferences and is a member of several professional associations. She is an extensive traveler having been to Kenya, Tanzania, Sweden, France, Belgium, the Netherlands, Luxembourg, Germany, Czechoslovakia, Austria, Italy, Switzerland, Monaco, Micronesia, Canada, Mexico, and all U.S. states.

**Lisa Coffey** has over twelve years of experience in the public and private education sectors writing and managing grants/proposals, analyzing and developing policies and procedures, project management, budget management, organizational development, and designing compliance frameworks and monitoring systems. Ms. Coffey has effectively managed grants and budgets ranging from \$10M to more than \$700M, developed and increased performance and efficiency of teams at local, district, and state levels, and wrote and amended statewide policies, practices, statutes, and rules. Ms. Coffey effectively communicated state- and district-level policies through written communications, presentations, and program-related collateral and developed and implemented change-based policies and programs at district and state levels that significantly increased services to students and teachers. Ms. Coffey also developed and implemented statewide technical assistance guidance, constructed new programs for budget management and performance management, and developed and implemented on-line systems to streamline program management and compliance. Finally, Ms. Coffey has written winning proposals/grants for both the public and private sectors.

**Megan Hill** CEO of Professional Grant Writers, a team of talented nonprofit professionals working to ensure nonprofits can raise the funds they need to help those in need. These organizations have included food banks, homeless shelters, after school programs, and international programs dedicated to improving conditions in the developing world. Our growing list of grant writing clients includes Surgical Eye Expeditions International, The Scleroderma Foundation, St. Bernard Parish Hospital, The Ellie Fund, Second Harvest Food Bank of Greater New Orleans and Acadiana, ProjectExplorer.org, Best Foot Forward, The International Education Exchange, Lake Charles Memorial Hospital, and Hope House of Central LA. Mrs. Hill manages a team of grant writers, working for nonprofits across the U.S. Clients hire her for a la carte grant services such as prospect research and writing individual grants, or for long-term contracts covering all aspects of grant writing. Mrs. Hill also provide coaching sessions to mentor grant writers as they strike out on their own and start their own businesses.

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

**Applicant Response:**

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

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

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

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

DISTRICT DATA - DISTRICT IN WHICH THE CHARTER WOULD BE LOCATED			
District Name	Sevier County Lockesburg		
District Status	Closed		
	LITERACY ESEA Report Percentage Achieving or Advanced	MATH ESEA Report Percentage Achieving or Advanced	Graduation Rate Report Card Percent Graduated
All Students (Combined)	0	0	0
Targeted Achievement Gap Group	0	0	0
African American	0	0	0
Hispanic	0	0	0
White/Caucasian	0	0	0
Economically Disadvantaged	0	0	0
English Language Learners/ Limited English Proficient	0	0	0
Students with Disabilities	0	0	0

CAMPUS DATA - ELEMENTARY SCHOOL CLOSEST TO THE PROPOSED CHARTER LOCATION		
District Name	Sevier County School District	
Campus Name	DeQueen Elementary	
Grade Levels	3-5	
Campus Status	Needs Improvement	
	LITERACY ESEA Report Percentage Achieving or Advanced	MATH ESEA Report Percentage Achieving or Advanced
All Students (Combined)	31.52	28.18
Targeted Achievement Gap Group	29.35	25.08
African American	n<10	n<10
Hispanic	30.29	24.79
White/Caucasian	35.24	37.14
Economically Disadvantaged	29.15	25.00
English Language Learners/ Limited English Proficient	24.47	21.81
Students with Disabilities	12.50	16.67

CAMPUS DATA - MIDDLE SCHOOL CLOSEST TO THE PROPOSED CHARTER LOCATION		
District Name	Sevier County School District	
Campus Name	DeQueen Middle School	
Grade Levels	6-7	
Campus Status	Need Improvement	
	LITERACY ESEA Report Percentage Achieving or Advanced	MATH ESEA Report Percentage Achieving or Advanced
All Students (Combined)	35.25	37.26
Targeted Achievement Gap Group	30.81	34.36
African American	31.25	12.50
Hispanic	31.37	37.91
White/Caucasian	44.79	40.49
Economically Disadvantaged	31.17	34.66
English Language Learners/ Limited English Proficient	29.97	35.89
Students with Disabilities	22.50	20.00

CAMPUS DATA - HIGH SCHOOL CLOSEST TO THE PROPOSED CHARTER LOCATION			
District Name	Sevier County School District		
Campus Name	DeQueen High School		
Grade Levels	10-12		
Campus Status	Need Improvement		
	LITERACY ESEA Report Percentage Achieving or Advanced	MATH ESEA Report Percentage Achieving or Advanced	Graduation Rate Report Card Percent Graduated
All Students (Combined)	29.30	7.46	92.22
Targeted Achievement Gap Group	22.69	6.78	91.38
African American	n<10	n<10	80.00
Hispanic	23.71	4.44	93.62
White/Caucasian	44.90	16.67	91.94
Economically Disadvantaged	22.61	6.25	92.31
English Language Learners/ Limited English Proficient	8.33	3.39	96.30
Students with Disabilities	n<10	n<10	85.71

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

**Applicant Response:**

From a broader perspective, the United States has entered into a significant national decline in the number of college graduates with STEM degrees. This downward trend is an issue of national importance as it affects the country's capacity to maintain a technological lead in critical skills and disciplines related to STEM. The ability to compete in the increasingly internationalized stage will be hindered without college graduates with the ability to understand and invent cutting edge technologies in the decades to come. Foundational skills to succeed in STEM fields must be built in early grades. Among the most essential skills are mathematics and science skills. Indeed, a strong mathematics and science foundation is critical to success in college regardless of the field attained. Further, as we move towards a more technology-based and globalized world, the importance of mathematics and science for functioning in the society effectively is indisputable.

The region surrounding Lockesburg, Arkansas is diverse with respect to both demographic and student profiles. We submit that the charter for the proposed school is absolutely essential in order to provide the requisite support to establish a framework from which this unique charter school may come into existence. Moreover, the charter is necessary to enable the proposed school to actualize its innovative program to address two of the major forces currently at play in the district: student performance and the ability to graduate from high school prepared for college and/or career.

The school's founder also submit that the unique instructional model of the proposed school, with its concomitant emphasis on personalized learning, leadership development, and building a strong foundation particularly for kindergarten to middle school students in math, problem-solving, critical thinking, science, and technology, is not available to students in the surrounding district and thus will serve as an unprecedented opportunity for the students in the district.

There are 2, 43 students enrolled in DeQueen Public Schools and like the other nearby schools, many of the students are members of the minority population. There is 76.80% of the overall student body living in poverty and under-served. Enrollment for Elementary grades 3-5 total 535 students. Minority enrollment is 74% of the

students body (majority Hispanic) which is more than state average of 37%. Asian 2%, Black 3%, White 26%, Hispanic 68%, Two or more races 1%, with 72% of students on free lunch and 6% reduced. Middle school has 376 students grades 6-7. The minority enrollment is 100% of the student body (majority American Indian and Asian) which is more than that of state average of 37%, with 67% on free lunch and 8% reduced. Primary grades K-2, 612 students minority enrollment is 71% of the student body (majority Hispanic). American Indian 1%, Hispanic 64%, Black 4%, White 29%, and two or more races 2%. There are 78% of students on free lunch and 5% on reduced lunch. Junior High grades 8-9 total students 339. The minority enrollment is 69% of the student body (majority Hispanic) which is more than that of state average of 37%. American Indian 2%, Hispanic 63%, Black 4%, White 31%, 62% free lunch and 8% reduced. High school 10-12 total of students 487. The minority enrollment is 100% of the students body (majority American Indian and Asian). There are 57% of students on free lunch and 10% reduced. ([www.publicschoolreview.com/dequeen](http://www.publicschoolreview.com/dequeen))

County area surrounding Lockesburg, AR. However, it will be an Open Enrollment Charter School, and scholars may enroll from other districts. In Sevier County where the school will be located, several areas have been left behind both economically and educationally. Currently, the Lockesburg neighborhoods are the most neglected part of the county with poverty and low academic achievement for economically disadvantage scholars.

The area of Lockesburg, AR with the most need is within the zip code 71846. This zip code has 18.6% of residents living below the poverty level and residents with income below 50% poverty level is 12.0%. Furthermore, for the population twenty-five years and over in Lockesburg there were 77.87% high school or higher, 7.5% with a bachelor's degree or higher, 2.4% graduate or professional degree, 4.2% unemployed and a travel of 20 miles or more to work.

Other areas of need in Sevier County are included in the 71832, 71833, 71841, 71842, 71836, Howard County 71851, Hempstead 71852 and 71859, Little River County 71822. Most of these districts have been closed or forced to consolidate with other districts.

In zip code 71832, residents living in poverty in 2013: 34.3%, 25.5% for White Non-Hispanic residents, 6.5% for African American residents, 68.5% Hispanics or Latino residents, 57.0% for American Indian residents, 39.3% for other race residents, 37.1% for two or more races residents. For the twenty-five years and over in DeQueen, 54.1% high school or higher, 6.2% bachelor's or higher, 0.8% graduate or professional degree, 5.5% unemployed and 17.7 minute work commute.

A compounding factor in the demise of these neighborhoods is the current or impending closure and consolidation of school campuses. Lockesburg STEM Academy will be located in this area to provide a free public school choice. LSA will introduce STEM and Liberal Arts with the existing curriculum and provide residents and students of that area with a viable educational option that will enhance the academic performance of their children and prepare them for college.

The analysis of the educational need in this area is based on college readiness, achievement gap, lack of school choice, student performance, and poverty.

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

### **Applicant Response:**

In addition to supporting students in each school district, LSA will also meet the needs of students and families district-wide, bringing new courses, particularly college-level and career/technology electives, to students who previously lacked access to these courses. A high-quality educational school leverages excellent teachers and

curriculum to meet the needs of students who need this option.

LSA will utilize small class sizes and a learning management system to deliver the instruction to the student at the right time, aligning with the mission of the school. The smaller initial student enrollment and especially the smaller number of grades will enable LSA's educators to implement the technology and tailor instruction to the individual needs of the students to help model the next cohort of young LSA learners. The LSA early emphasis on rigorous academics better suit a smaller school.

The purposes of the school, is to improve student learning and encourage the use of different and innovative teaching methods, will be more easily assimilated by staff, administrators, and parents if the focus can stay in the academic area, despite the need for necessary attention to the business of running the new institution.

Sevier county or its surrounding areas has no charter schools to serve students that have been under-served. The board of LSA believes that a new innovative school in Sevier county, with small classes and with the reputation of high quality that charter schools bring, will draw parents to the school to not only meet the enrollment goal, but will exceed it....

LSA will bring opportunities that are not being offered in certain districts for students to access. Such as:

- Advanced Placement (AP) courses, including several in STEM subjects such as calculus, statistics, computer science, biology, and environmental science
- Foreign languages, including courses that many Arkansas students are not typically offered, such as Chinese, Mandarin, Japanese, German, French, and American Sign Language
- Technology courses such as Emergent Computer Technology, Engineering Design, and Game Design
- Career/Technical courses that allow students to explore future career interests in business, law, criminal justice, medicine, management, and marketing

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

**Applicant Response:**

In order to ensure success for each student, the staff at LSA must use multiple means of reaching students -- relying first on students' identified learning preferences and cultural styles, and gradually stretching each student to be able to adapt to a variety of teaching styles that might present themselves in post-secondary education and/or job training.

The methods that will be utilized are listed below.

- differentiated instruction,
- inquiry-based learning,
- technologically-based learning
- theme and project-based learning,
- mentored study by teachers, community members, and/or other students, and
- community based learning.

The following activities are examples of innovative practices that will be utilized at LSA that reflect the school's relentless focus on student academic growth and achievement:

- All students will be assigned to a Core Group Advisor and Core Group. The Advisor will act as a daily check in and will track student progress of his/her advisees to ensure that all advisees are on track for academic success.
- The school will maintain low student-staff ratios to ensure that all students are known and that their learning needs are met with tailored instruction.
- All students will attend daily Achievement Center, where they will have access to homework help and

tutoring.

- All students will be part of a team that creates and oversees each student's Individual Education Plan. Because the plans are unique to each student, they articulate personal academic goals and the ways in which those goals will be met. Frequent review of IEPs will permit teachers and students to adjust instruction, curriculum or other learning processes to achieve success.
- Teachers will work according to the principles of Universal Design for Learning (UDL), which aims to tailor teaching and assessment to students' learning styles, cultures, interests and strengths. Utilizing UDL "provides flexibility in the ways information is presented, in the ways students respond or demonstrate knowledge and skills, and in the ways students are engaged"
- Family members will have access to their children's current academic status on a daily basis, will have opportunities to conference with their children and their teachers, and will be able to attend presentations and workshops that increase their skills and confidence in supporting their children through homework monitoring and other interventions.
- All students will be integrated into leadership and service activities, giving them equal access to roles that can increase self-esteem and sense of belonging to the school community.

LSA will utilize a hybrid instructional approach in order to take advantage of technological advancements and provide a school experience more in line with how the world of work provides education and professional development. In a traditional school setting we typically think of a teacher standing in front of the class lecturing, and students sitting at desks taking notes and completing assignments. Students typically all move through the curriculum at the same pace and on the same time line. This form of education is traditional, going back to the 19th century and quite frankly has become antiquated. Current and emerging technologies are opening up new options and opportunities for learning that is individualized while attending to group work. One option, now available because of current information technologies, is "flipping the classroom". This concept is occurring in higher education and is also making its way into K-12 education.

Flipping is an instructional model in which students view the lecture components of the class at home, then work with the teacher in class on projects and what previously would have been called homework. In other words the advanced levels of Bloom's taxonomy become the focus of teacher directed instruction rather than the lower levels.

The Innovation Instructional model will "flip" the classroom even more by creating an enhanced role for parents in the education of their children. Instruction will occur online at home and in the classroom at the Lockesburg STEM Academy campus.

The innovation model will utilize an online learning system such as the PLATO Learning systems for the online portion of the curriculum. We have reviewed a number of online curriculum providers, and have found PLATO to be superior to others because it meets several critical needs. PLATO is dynamic in that it allows students to move at their own pace across multiple curricular areas. It also allows for significant customization within the curriculum framework. The content developers have assembled a large library of content, but PLATO recognizes that each implementation will have its own needs. This will allow us to not only ensure that all of the content is consistent with state standards, but it will allow us to ensure that the content also aligns to the face-to-face project curricula.

5. On the following table, list the specific measurable goals in reading, English, and mathematics, based on the state mandated assessments, and any other assessment tools if used, for improving student academic achievement for each year of the public charter school's initial five-year period. For each goal, include the following:
  - The tool to be used to measure the academic performance;
  - The level of performance that will demonstrate success; and
  - The timeframe for the achievement of the goal.

<b>GOAL</b>	<b>Assessment Instrument for Measuring Performance</b>	<b>Performance Level that Demonstrates Achievement</b>	<b>When Attainment of the Goal Will Be Assessed</b>
<p>Students will demonstrate strong English Language Arts and literacy skills as indicated by the Developmental Reading Assessment (DRA) and state assessments in Reading.</p>	<p>Developmental Reading Assessment (DRA) DRA three times a year to ensure adequate progress toward annual goals. Achievement Network ELA Assessment (ANET) PARCC</p>	<p>70% of reading students result in passing scores or in improvement from the lowest score level or range of scores to the next higher level or range of scores</p>	<p>Fall, Winter, Spring</p>
<p>(Mathematics) students will demonstrate a solid foundation in mathematics concepts, computations, and problem-solving.</p>	<p>Group Mathematics Assessment and Diagnostic Evaluation (GMADE) Achievement Network Mathematics Assessment (ANET)</p>	<p>70% of reading students result in passing scores or in improvement from the lowest score level or range of scores to the next higher level or range of scores</p>	<p>Fall, Winter, Spring</p>
<p>(Arts) Students will actively engage and advance in visual and performing arts</p>	<p>IMYC Assessment for Learning (music) Portfolio assessments Performance-based assessments</p>	<p>70% of reading students result in passing scores or in improvement from the lowest score level or range of scores to the next higher level or range of scores</p>	<p>Ongoing</p>
<p>(Global Languages) Students will demonstrate proficiency in Global Language acquisition.</p>	<p>National Spanish Examination (NSE) AVANT Standards-based Measurement of Proficiency (STAMP) (Mandarin) Formative curriculum-based benchmark assessments developed from content standards</p>	<p>70% of reading students result in passing scores or in improvement from the lowest score level or range of scores to the next higher level or range of scores</p>	<p>Spring, Ongoing</p>
<p>(International Understanding) Students will demonstrate international awareness and understanding as evidenced by IMYC's assessment for learning rubric.</p>	<p>IMYC's Assessment for Learning (AFL) tracking tool.</p>	<p>70% of reading students result in passing scores or in improvement from the lowest score level or range of scores to the next higher level or range of scores</p>	<p>Ongoing</p>

GOAL	Assessment Instrument for Measuring Performance	Performance Level that Demonstrates Achievement	When Attainment of the Goal Will Be Assessed
ELL Students	<p>WIDA Access Placement Test (W-APT), English language proficiency screener to students identified as English Language Learners through the Home Language Survey. The W-APT assesses oral, writing and reading ability in English.</p> <p>Assessing Comprehension and Communication in English State-to-State (ACCESS), given at the end of the school year. The ACCESS test measures student abilities in reading, writing and oral language as well. The assessment results determine whether or not the student continues to need ELL services.</p>	<p>70% of reading students result in passing scores or in improvement from the lowest score level or range of scores to the next higher level or range of scores</p>	<p>Fall, Spring</p>
Special Education	<p>QRI (Qualitative Reading Inventory) in addition to above mentioned ELA assessments; an individual assessment that provides a deeper understanding of a student's reading ability.</p> <p>PARCC Alternate Assessment for students who cannot participate in PARCC Assessments</p>	<p>70% of reading students result in passing scores or in improvement from the lowest score level or range of scores to the next higher level or range of scores</p>	<p>Ongoing (at least five times a year) Spring</p>

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

**Applicant Response:**

LSA will have specific, measurable, and attainable objectives for success based upon the academic progress of its students and the school's performance on several academic measures.

LSA seeks to emphasize personalized learning and increasing access to globally competitive education for students who enter school with challenges and who are frequently under-performing. The school also seeks to ensure that students have successful early experiences with math, science, and liberal arts, thus encouraging confidence in the areas that are needed to pursue careers in STEM fields. The school will utilize an assessment system that will support students and provide students, families, and staff with the information they need to meet

high academic standards and make continuous improvement.

The Academy will monitor student and school data to ensure that any students who are falling behind and/or at risk of dropping out receive additional supports.

Accountability for high student achievement is a core goal of LSA. Teachers, staff, and administrators will collect and review student performance data on an ongoing basis. Cumulative student and school-wide performance data, such as standardized test scores and student highlights, will be disseminated annually to all stakeholders (the Board will receive quarterly updates during Board meetings). Individual student performance data (e.g., formal report cards, narrative evaluations of students' academic performance, and progress toward individual goals) will be disseminated quarterly to students and their parents. Cumulative and individual performance data will be synthesized and explained, detailing strengths and weaknesses as well as action steps for improvement. All reports will be shared in the native language of parents/guardians. In many instances, data will be disaggregated according to important variables, so that a more comprehensive understanding can be reached. Sub-scores on a particular test, mastery of particular sub-skills within a content area, and group performance on an assessment are examples of how this might occur.

In addition to meeting goals that are rule-based (e.g., percentage of students meeting or exceeding a standard), LSA aims to gather and report other important student performance indicators. The Academy will collect data and report regularly regarding the following indicators:

- Dropout rate;
- Graduation rate;
- Student attendance rate;
- Student community service rate and descriptive data about type of service;
- Transition after high school (to higher education or employment) rates and descriptors;
- Student-staff ratio;
- Parental involvement data (e.g., number of parent-attended events, absolute number of parents attending events, rate of parents visiting the school, rate of parents attending meetings via conference call, rate of website use (see discussion in next paragraph);
- Community involvement data (e.g., number of events at which community representatives, such as present, number of community sponsored events conducted at the school).

The school website will be an important source of information for parents and guardians, as it is there that they will have secure access to their children's test scores, report cards, and teacher feedback. All parents/guardians can attend orientations to become familiarized with the system. Although the website will be the main source of these data, parents also will receive at least bi-monthly communications from their children's teachers; will be invited to attend quarterly conferences; and will receive a newsletter highlighting accomplishments of students and the school.

Community business partners and local college representatives also will be regularly included in discussions about outcomes, as they are crucial to enhancing students' success once they have graduated from LSA. The school website will post information about the indicators above on an annual basis and will contain information comparing current year data to prior years.

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

### ELEMENTARY DAILY SCHEDULE

GRADE(S):           K-5          

TIME	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
7:45-8:00	Arrival & Breakfast				
8:00-8:45	Math	Math	Math	Math	Math
8:45-9:30	ELA	ELA	ELA	ELA	ELA
9:30-10:15	Science	Social Studies	Science	Social Studies	Science
10:15-11:00	Educational Technology	Music	Educational Technology	Music	Educational Technology
11-11:30	Flexible Time for projects or learning activities				
11:30	Recess	Recess	Recess	Recess	Recess
12:00	Lunch	Lunch	Lunch	Lunch	Lunch
12:12:45	Math	Math	Math	Math	Math
12:45-1:30	Computer Lab	Free time/Play Time	Robotics Club	PE/Health	Computer Lab
1:30-2:15	Art/Music	Playworks	Art/Music	Playworks	Fun Friday
2:15-2:45	Closing Circle/ Pack Up				

### MIDDLE SCHOOL COURSES

GRADE(S):           6-8           YEAR OFFERED:           2          

#### REQUIRED COURSES

- Math (6-7th), Pre-Algebra or Algebra 1 Standard (8th)
- Earth Space Science (6th), Physical Science (7th) and Life Science (8th)
- World History\*Language Arts (6th) Civics\*Language Arts (7th) U.S. History\*Language Arts (8th)

#### ELECTIVE COURSES

- Humanities
- S.T.E.M
- Wellness

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

### **Applicant Response:**

The following areas of LSA's education focus make the school a unique STEM, international and inclusive program for adolescents, filling a gap in Arkansas's existing elementary and middle school offerings.

To implement our inclusive and holistic vision of education, our curriculum and teachers' professional development will be based on the latest research on child and adolescent development and learning. Our multifaceted program will include the International Primary Curriculum (IPC) and the International Middle Years Curriculum (IMYC) for middle school, based on Howard Gardner's Multiple Intelligence Theory. The program has proven effective for students with various learning styles and socioeconomic backgrounds in over 85 countries around the world. The IPC and IMYC's units of instruction provide various modes of entry into learning (verbal, visual, and kinesthetic) that tap into students' unique strengths. They provide students the opportunity to experience success in their areas of strength while they are working on their areas for growth. This approach enhances the students' motivation and engagement that would otherwise likely decrease when they reach middle school.

The IMYC is specifically designed around the critical needs of the adolescent brain based on research in adolescent development, cognitive psychology and neuroscience. The IMYC inspires and engages students, enriching their learning experience through thematic units designed to tap into their interests. The curriculum aims to support the whole student; the development of personal dispositions and international mindedness are an intrinsic part of every unit, developing students who are culturally aware, globally competitive, and able to think critically and creatively. The IMYC provides a rigorous academic platform that complements the National Common Core Standards and enhances students' learning opportunities by preparing them for successful participation in the 21<sup>st</sup> century global economy.

Students in elementary school will begin taking Mandarin or Spanish and continue on through to middle school, in keeping with the mission of LSA is to educate students with a 21<sup>st</sup> century international curriculum that prepares them for success in the United States and abroad. Research indicates that language learning is beneficial to the development of reading ability, increased linguistic awareness, higher standardized test scores, and increased self-confidence (American Council on the Teaching of Global Language, [www.actfl.org](http://www.actfl.org)).

### **Common Core Standards**

A unique component of the LSA program is our small group, Common Core State Standards-based literacy and mathematics differentiated instruction. This method holds high expectations for all students from kindergarten to eighth grade to make steady progress toward individual academic goals as we support them to meet or exceed U.S. national standards. The LSA literacy and mathematics goals from kindergarten through eighth grade are based on the Common Core State Standards, preparing them for college and a career. Reading and mathematics instructional methods are based on research in best practices and include multiple scaffolding methods of planning and instruction to ensure students gain strong foundational skills and learn higher-level cognitive strategies. Because strong literacy skills and a deep conceptual understanding of mathematics are imperative to academic success, our goal is to make sure all students have excellent reading and writing proficiency and mathematical literacy.

### **Arts Education and Integration**

In addition to Common Core Standards and the international curriculum to be implemented at LSA, arts education and integration provide students with multiple modes of representation, multiple modes of expression, and multiple forms of engagement, as proposed by the Universal Design for Learning (UDL). UDL is based on the principle that individuals have unique ways of processing information and expressing themselves. LSA teachers will receive training in applying these principles that will enable them to tap into students' innate and preferred modes of learning, providing all students with engaging modes of access to the academic curriculum while supporting their areas for growth, thereby ensuring a successful educational experience. LSA's inclusive curriculum will offer students instruction in a variety of art forms to allow artistically gifted students opportunities to follow their interests and pursue their talents at school. In addition, the IPC and IMYC integrate arts-based activities in thematic instructional units.

## **Inclusive Education**

The design of the LSA curriculum and instructional methodologies within its smaller classrooms (of 15-20 students) ensure that all types of learners experience success in our educational program, and enable teachers to meet the educational and social/emotional requirements of students with special needs and ELL students. The school's curriculum and structure will include research-based inclusive education requirements. The LSA program also takes into account social/emotional and motivational aspects of learning that are critical for adolescents, especially those with learning challenges. Based on research, successful school-based learning experiences increase students' academic self-efficacy beliefs from early childhood through middle school. Positive self-efficacy beliefs enhance students' cognitive, motivational, and behavioral engagement in learning, and improve self-regulation, leading to high levels of academic achievement.

## **Methods of Instruction**

LSA will implement research-based inclusive curriculum components and instructional methods to meet the school's mission of maximizing the learning potential of all students, including those with special needs, English Language Learners, and gifted students. Our goal is to offer a program that engages all students in the least restrictive environment. We have selected instructional methodologies that have proven effective for all students, such as small group, differentiated instruction, projects and arts-based learning and Universal Design for Learning (UDL) principles.

## **Education Model**

LSA's instructional program from the ground up, starting with Common Core standards as our baseline and the addressing the challenges of accelerating academic growth for our students. Curriculum and instructional strategies are designed to deliver content and guide differentiation for each student based on blended literacies (the ability to make meaning of information and language in multiple scientific, mechanical, visual/spatial, social emotional, and numerical contexts); Science, Technology, Engineering, the Arts, and Mathematics (STEAM); Response to Intervention; a blended learning rotational model; and individualized student plans and instructional tool boxes to support student academic growth and progress monitoring.

## **Unique aspects attributable to First Place Scholars:**

- Provide an integrated educational and mental health services model, called Coordination of Care Team (COST), to address social and emotional and behavioral challenges coupled with a Positive Behavioral Intervention Supports (PBIS) practices.
- Deliver year-round workshop-based and embedded professional development for teachers and the newly hired School Leader to support the above-mentioned EdModel.
- Enhance technology applications and provide teachers and students with relevant resources, tools, and skills to support implementation of the above-mentioned EdModel.
- Serve students and families experiencing multiple forms of trauma.
- Connect students' families to community social services, their child's school, parenting, self-advocacy skill workshops, and mental health services.
- Fulfill an unmet need for students of color living in Arkansas, students living in poverty, students experiencing multiple traumas, and students who, in most cases, are performing below grade level.
- Offer small class sizes, mental health support, personalized family case management, curriculum instruction, extended day, and onsite mentoring and tutoring in addition to a rigorous focus on multiple literacies and on Science, Technology, Engineering, the Arts, and Mathematics (STEAM).
- Educate small groups of 14 to 16 students per classroom with the support of a teacher, instructional aides, case management support, and volunteer mentor and tutor support.

## **Descriptions of Key Instructional Strategies:**

**Blended Literacies.** A core concept guiding our choices about instructional practices and curricular options at First Place Scholars is derived from what we are calling Blended Literacies. At the core is our conception of literacy as "the ability to make meaning out of information in context." As language is our primary tool for literacy, we view Blended Literacy as the application of language skills across multiple cognitive, social and academic domains: Social Emotional Literacy; Numeracy; Scientific Literacy; Mechanical Literacy; Visual Spatial Literacy; and Literature Based Literacy.

**STEAM:** Another element enhanced by the extended day is time for integrated Science, Technology, Engineering, the Arts, and Math (STEAM) based projects. Because we are placing a heavy load on our teachers with the scope of new programs at start-up, we are contracting with a local organization - the Technology Access Foundation (a nationally recognized STEM program located in the Seattle area) to provide STEAM

project development along with co-teaching and coaching opportunities for our staff so that First Place Scholars' staff are able to develop their own age- and skill-appropriate integrated STEAM projects.

Rather than make STEAM an add-on at the end of the day, we are embedding STEAM projects throughout the school day, integrated into all content area teaching.

**Blended Learning.** We will use a school-wide blended learning literacy program (Lexia Core 5) with embedded formative assessments and robust student progress tracking. First, the program and assessments will provide students with instructional resources to personalize their literacy development, as well as providing teachers with indicators of individual literacy strengths and gaps so that teachers may provide additional materials and instructional support at each child's level. Second, when a large number of students show similar gaps or misunderstandings in particular areas, teachers will develop whole class or small group activities to extend skills and build background knowledge.

**Response to Intervention.** One of the strongest indicators of whether a child will fail to graduate high school on time is his/her placement in special education classes. First Place Scholars' teachers are committed to implementing Response to Intervention (RTI). RTI is the practice of providing high-quality whole-class instruction, interspersed with periods of accelerated small-group instruction, all within the classroom. The RTI model promotes collaboration between special education teachers and classroom teachers, so that they can provide the best interventions for mainstreamed students with disabilities. A key component of RTI's regular assessment of methods and results.

**Individualized Learning Plans and Technology.** Ours will be a computing environment using Windows-based hardware for students and staff, also allowing use of registered mobile devices, on a school-wide high bandwidth wireless network. We expect to begin with a 3:1 student computer ratio expanding to a 1:1 program as resources become available. Student computers will be for on campus use only initially and we will explore further options for off campus use. We will employ a variety of hosted services to provide web based applications from digital courseware, assessment, collaboration and information tool vendors. We are establishing role-based portals providing secure access to a suite of tools for administrators, teachers, students and parents. All portals will be available from any Internet connected computer using secure log-in.

Instructional staff and school leaders will utilize a team-based approach to managing personalized instruction for all students using a wide range of digital learning resources and learning management tools. Collaborative workspaces will be established using online tools for each team and instructional group. Our initial Student Information System will be Skyward, which will include online gradebooks, data portal, and parent portal. We will use the online program GoalBook to create and develop individual learning plans (see graphic on the following page) with a personalized learning menu for each student.

**Coordination of Services Team (COST).** Our multidisciplinary team, called Coordination of Services Team is charged with ensuring students have the academic and social/emotional support services best suited to the individual's needs utilizing the RTI model. Composed of the school leader, special education teacher, regular Ed. teacher, case manager, counselor, school psychologist (sub-contracted), and nurse, COST meets weekly to discuss students of concern. In these discussions, each specialty area provides observations about the child's strengths and challenges, asks questions, and offers potential strategies that will lead to an intervention plan. The interventions can include additional testing, coordination with the parent, or discussions with the student. They consider: Methods of engaging both staff & students in the development & delivery of this wrap-around program; Unique schedules supporting this concept; Parent Involvement & Communication; School Culture; and Student Learning Plans.

Furthermore this group also determines the need for school-wide interventions or policy changes and can connect families to ongoing mental health support through community-based mental health programs. Because there is an on-site play therapy room onsite for therapists to work with their students, parents are supported in reducing appointments after school hours as well as giving the case manager, teacher, and school psychologist direct contact with the therapist.

**Student Discipline.** To ensure that our elementary students develop the study skills, behaviors, and core content skills to achieve at grade level prior to departing for middle school, First Place Scholars' instructional and case management staff will use consistent, school-wide practices aligned with the model of Positive Behavioral Interventions and Supports (PBIS), re-craft our disciplinary policies accordingly, and provide staff development to all staff, volunteers, and partners to ensure consistency throughout the school. Our rationale for employing PBIS as opposed to a model reliant on more traditional exclusionary measures - such as disallowing participation in extended day programs, classroom activities, and field trips, or using suspensions and expulsions - is because of the potential deleterious impact that such discipline models have on students of color and those living in poverty.

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

**Applicant Response:**

The integration of STEAM across the curriculum enable children to think critically and construct meaning across disciplines. Inquiry-based learning should be integral to engage children in critical thinking and foster higher-order thinking skills, such as goal setting, planning, organizing, prioritizing, synthesizing, risk-taking, and self-monitoring. Specifically, the STEAM can be infused across the curriculum by focusing on the following Common Core Standards:

- Academic Language Proficiency
- Critical and Close Reading of Nonfiction Text
- Writing Across Content Areas
- Problem Solving and the Mathematical Practices
- Historical Thinking and Document Analysis Skills
- Use of Technology for Project-Based/Problem-Based Learning
- Science Content Knowledge and Inquiry Skills

The STEAM model is a framework that allows for the development of STEAM projects. Teachers with assistance from curriculum designers will identify the TEKS to be addressed in each grading period. Projects are developed by teams of teachers with expertise in each content area. Unlike traditional self-contained elementary classrooms, students at LSA will be taught by teachers with content expertise in addition to their general certification training. During STEAM time, the curriculum will focus on the hands-on elements of the education process where students in addition to performing well on academic tests will have to perform and create products that demonstrate their understanding of the TEKS and how the content and skills can be applied.

As we add grade levels students will be prepared to enroll in dual enrollment courses. LSA will foster a college-going culture. LSA will design and provide student support in meeting our goal that all students will graduate with 12 to 30 college credits. In addition by having a STEM focus students will have access to college credits that map to the Arkansas economic workforce clusters.

To assure rigor the curriculum, instruction and assessment will be aligned. We will develop a detailed curriculum scope and sequence for the core disciplines. The scope and sequence will demonstrate vertical alignment of content areas to the state standards. Assessment, aligned to the state standards and the curriculum, will provide timely feedback on gaps in student comprehension. LSA will support the success of all students to take and pass four years of high school math and four years of high school science at a high level.

As described earlier the delivery of innovative curricular programs related to science, technology, engineering and math will be well defined and aligned to state standards. The performance assessments will be also aligned to state standards (TEKS and CCRS). LSA will utilize the PLATO system and the live portion of the curriculum to accelerate student achievement so they will be able to gain high school credits in middle school and college credits in high school.

LSA will bring together teachers, higher education faculty and private business employees together for continued discussion on expanding the work of the charter and assuring high standards. Through PBL we will incorporate work-based, contextual learning with a global perspective into the curriculum. We will also have students participate in extracurricular academic activities centered on math, science, and technology, such as UIL, robotics and math competitions or science fairs. In the Junior or Senior years we will require all students to complete an internship primarily focused in the state's economic development clusters and/or a senior project or capstone project, presentation, and defense. These internships will occur at the university and in local businesses.

Another strategy for assuring high quality and rigor is requiring teachers to use a set of shared practices. In too many schools students are exposed to a disconnected set of instructional approaches that do not meet students need. At LSA, instruction will be data driven. Teachers will train and plan together to understand and effectively

utilize tools and strategies to examine assessment results and refine instruction. LSA has a structure for shared teacher responsibility and accountability for student learning across programs, content areas and classroom. Instruction is organized around clear expectations and state performance standards-students and teachers know what is expected of them. Teachers will use an aligned scope and sequence that coordinates the integration of content areas and aligned resources. Teachers will use high quality curricular materials that are aligned with state standards. These include PLATO, textbooks, online supplemental resources, Project Share resources, and locally developed materials as appropriate.

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

A) Guidance program;

**Applicant Response:**

LSA will offer a comprehensive K-12 school counseling program that is an integral part of each school's total educational program designed to promote the academic, career and personal/social development of all students. As an essential part of the instructional program, school counseling helps to build a foundation for student learning and academic success.

The division has adapted the American School Counselor Association (ASCA) National model as the framework for developing a school counseling program because the model emphasizes a comprehensive and developmental approach for implementing a school counseling program. The concepts of student advocacy, leadership, collaboration and systemic change are infused throughout the school counseling program.

All schools are required to have a Guidance Advisory Council to inform all stakeholders about the school counseling program. This council is comprised of representatives from the school and community that include students, parents, administrators, faculty, businesses, universities and other local agencies.

Student goals and Myrick's (1997) principle for developing counseling programs provide the basis of VBCPS' guidance program. These goals are:

1. Understanding the school environment
2. School success skills
3. Career awareness and educational planning
4. Understanding self and others
5. Understanding attitudes and behaviors
6. Decision making and problem solving
7. Interpersonal and communication skills
8. Community pride and involvement

Our comprehensive school counseling programs are developmentally designed to serve all students and include the following services:

**1. Counseling Services**

- Individual
- Group
- Preventive or Remedial
- Crisis Intervention
- Referrals from students (self), parents, teachers or others

**2. Classroom Guidance Services**

- Academic Planning
- Career Awareness
- Decision making
- Personal/Social Development Skills

**3. Consultation Services**

- Parents
- Teachers
- Administrators

- Community Agencies

#### 4. Coordination

- Registration of New Students
- Academic Planning
- Student Records
- Testing Program (counselor's role may vary by school)
- Orientation Programs
- Peer Facilitator Programs
- Special Programs
- Referrals to community agencies
- College and Career Information
- College application process (SAT/PSAT, Financial Aid, Scholarships, Transcripts)
- Career/Vocational preparation
- Parent Workshops
- Presentations
- Military (deployment, support, transitioning)

*Myrick, R. D. (1997). Developmental guidance and counseling: A practical approach (3rd ed.). Minneapolis, MN: Educational Media Corporation.*

#### B) Health services;

##### **Applicant Response:**

Lockesburg STEM Academy will comply with all state laws regarding staffing in this area. The hours of operation for the nurse will mirror that of the public school plus 30 minutes before the school's opening and 30 minutes after the school's closing for the day. The nurse will be state-certified and appropriately credentialed in First-Aid, CPR and AED. The nurse will manage all dispensation of medication, train staff as needed to keep students safe (i.e. locked cabinets, food allergies, etc.), manage student medical information in full compliance with HIPAA (Health Insurance Portability and Accountability Act of 1996) statutes, and recommend to the Administrator in the creation of necessary medical policies. The nurse may also educate teachers on some basic health procedures. He or she will coordinate with local agencies, hospitals, physicians, and organizations that have as their missions to improve children's or community health in order to make sure that all students have access to the care that they need.

#### C) Media center;

##### **Applicant Response:**

LSA is applying for a waiver from §6-25-103 (Library media services program) and §6-25-104 (Library media specialist --Qualifications). Should the waiver not be approved, LSA will hire or contract with the required trained and certified library media services program personnel and administer a library media services program as specified in state law. The media center will be available for use by all students. Instead, LSA will open a computer lab so that all students have access to the Internet for basic research. Each classroom will have a library of leveled books that support the STEA0M and Common Core Curriculum. The curriculum provides leveled readers for each classroom.

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

##### **Applicant Response:**

All special education services at LSA will be in compliance with the Individuals with Disabilities Education Act (IDEA) as it was reauthorized in 2004 and State of Arkansas Special Education Rules. The school will employ a

Special Education Director that will assure the school complies with all laws and provides all students a Free Appropriate Public Education (FAPE). LSA will provide a continuum of services in order to accommodate students' needs with the Least Restrictive Environments (LRE) and the Least Restrictive Behavior Interventions (LRBI).

The school will work with parents and teachers to identify and create educational plans that fit the needs of students. Administrators and teachers will be trained in Child Find procedures to assist in identifying students that may benefit from special education services. The school will have policies and procedures in place that will ensure parental consent is obtained and confidentiality for all students is maintained. If a student comes to the school with a 504 or IEP in place LSA will accept and fulfill the requirements of these plans.

LSA's Special Education Director will work with staff and parents to identify, test, and create specialized plans for students. It is anticipated that the school will have 8% of its population fall into this category as that is the average for schools in the area.

Students with minor to moderate disabilities will excel at LSA in part due to the ability grouping and small class sizes for Language Arts, Reading and Math. Many students will not require additional one-on-one services. However, services will be provided for any student that is identified as benefitting.

Ability grouping at LSA will allow students with mild to moderate disabilities to be taught at their challenged levels. Students will be grouped by ability and will be given additional resources when needed. Ability grouping these students will allow them to be integrated into the general education classroom. Students will be taught by classroom teachers and will be given support by the Special Education Director or Aide. Students will be pulled out of the classroom only when necessary to provide specialized instruction as outlined in an IEP or 504 plan. LSA believes that consistency for students is a vital part of the educational process and more so for students with disabilities. LSA will make every effort to keep special education students in the classroom with their peers.

The school will contract with specialists to help identify and meet student's needs and prepare individualized plans. Special education professionals will include but are not limited to: psychologists, occupational therapists, speech pathologists, dyslexic screeners and any others required to meet students' needs.

#### E) Transportation;

##### **Applicant Response:**

LSA will lease one or more buses and periodically employ a driver(s) for the purposes of providing transportation to and from school or for field study. We will, at all times, comply with any requirements for transportation written into our students' IEPs. LSA will ensure that our transportation policy complies with state law. We understand that transportation shall not be a barrier to any student who wishes to attend LSA. Transportation will be provided free to all students who attend LSA.

#### F) Alternative education, including Alternative Learning Environments;

##### **Applicant Response:**

It is the intention and commitment of the founders of LSA to educate all students who choose our school. We will make necessary accommodations for students who need support beyond that provided by the general curriculum accommodation program. The guidance program, our devotion to parallel cultures of respect and achievement, will help us connect with students who are struggling and make them successful. We will seek to meet individual needs with individual plans as needed. LSA will provide students with an aide, make space available for small groups, offer extra help through academic support, student success plans, interventions, and counseling to students who are experiencing academic, social, or emotional issues to help those students make continued educational progress.

LSA will assist students with achieving their highest potential through flexible educational experiences designed to enhance students' academic growth and foster life-long learning. As the IEP team deems appropriate, if a

student requires alternative curricula and is assessed based on alternative standards, LSA will provide said curriculum at the student's instructional level. Licensed instructors will deliver this rigorous curriculum and innovative strategies in a non-traditional setting through the use of technology. LSA will assess student learning with continuous assessments and will use data to address students' specific needs. Furthermore, LSA will strive to eliminate barriers for students and will provide interlocking structured academic and behavioral Response to Intervention (RTI) supports. Moreover, LSA will provide performance-based and project-based education for students to move at their own paces. Should a student need a more restrictive placement, LSA will work with the student's local zoned district to find an appropriate alternative placement. We will follow all laws to ensure that the student's rights are always protected.

## G) English Language Learner (ELL) instruction; and

### **Applicant Response:**

Lockesburg STEM Academy can expect to see a continued growth in its cultural diversity, given both national trends and the continued influx of an immigrant population to Arkansas; this means that the school also can expect an increase in students identified as Limited English Proficient (LEP). Upon enrollment, the school will identify whether a student is a LEP learner by first checking the students' registration information regarding non-English home language, identifying the family's primary language, and assessing other essential information. The school will utilize the Home Language Survey process upon initial enrollment. If a student is identified as a language minority student, the school will administer WIDA Access Placement Test (W-APT) to determine if the student is in need of specialized English instruction or other services.

If evaluation determines that a student is Limited English Proficient, a personalized instructional plan will be developed that best meets the student's needs. When that student's English Language Development Level (ELDL) has been determined, a multi-faceted strategy can be developed and implemented. The strategic plan will be monitored and modified, if necessary, if the student's progress is not satisfactory.

Lockesburg STEM Academy will follow a plan of structured English language immersion, ensuring the students are receiving the same academic curriculum as other students. They will be instructed in English, but modifications in the level of English will be made if needed. The Enrichment periods may also be used for additional instruction or club activities, and the Achievement Center time each day will be critical as a vehicle for more intensive English language instruction.

As part of a more comprehensive approach to the inclusion of English Language Learners (ELL) and their families, core advisors and other members of the school community will devise methods to determine if there are other levels of social support that may be beneficial. For example, after the school has reached and enrolled high school students, there may be upper grades peer mentors who speak the same language, or come from the same culture, who can act as tutors; similarly, there may be parents and community members who can act as resources. Students themselves may wish to form interest groups or host programming during some of the enrichment periods.

The entire staff will be trained to work with ELL using the Sheltered Instruction Observation Protocol (SIOP). This protocol is a nationally recognized strategy for supporting LEP students and non-English Proficient (NEP) learners in accessing core content. Using this instrument, content specialist teachers not trained in English as a Second Language instruction (ESL) adapt curriculum to increase comprehension and access for LEP students. This instructional approach will likely benefit all students having difficulty with content because it stresses previewing, adapting, and modifying, strategies that can be successful with all learners.

Lockesburg STEM Academy will use the Sheltered Instruction Observation Protocol's eight principles of lesson preparation (language objectives, content objectives); building background, comprehensive input; strategies, interaction; practice/application; lesson delivery and indicators of review and assessment to maximize student learning. Depending on the needs of the student body, ELL teachers will be hired with category training already complete and they will have an opportunity at faculty meetings to discuss best practices in instructing ELL. Whenever possible, multi-lingual teachers will be hired and students will be taught to read in their home language because it promotes reading achievement in their second language (English). Teachers will make instructional modifications when ELL students are taught in English, primarily because of the students' language limitations. As needed, students will be helped to transfer what they know in their first language to learning tasks

presented in English; LSA teachers will not assume that transfer is automatic. Teaching in the first and second languages will be approached similarly with the knowledge that more complex learning might require more instructional adjustments.

LSA staff will know that ELL students need intensive oral English language development (ELD), especially vocabulary and academic English instruction knowing that effective ELD provides both explicit teaching of features of English (such as syntax, grammar, vocabulary, pronunciation, and norms of social usage) and ample, meaningful opportunities to use English. In addition, LSA staff will understand that support is needed for the academic content instruction.

#### H) Gifted and Talented Program.

##### **Applicant Response:**

LSA is applying for a waiver from §6-20-2208(c)(6) and §6-42-101 et seq. If the waiver is not approved, LSA will administer a program complying with §6-42-101 et seq. and will expend revenues in accordance with §6-20-2208(c)(6).

##### **Students who are Academically Gifted**

Students may be identified for extra services as academically gifted (AG) at any grade level. LSA will utilize the following protocol (adapted from that used by the Arkansas Department of Education Public School System) for identification of Academically Gifted students.

Gifted and talented students and those with high abilities need gifted education programs that will challenge them in regular classroom settings and enrichment and accelerated programs to enable them to make continuous progress in school.

- According to a recent report on high-achieving students, more than 7 in 10 teachers of these students surveyed noted that their brightest students were not challenged or given a chance to “thrive” in their classrooms. [1] Additionally, gifted students need gifted programming in many cases because the “general education program is not yet ready to meet the needs of gifted students” (p.9) due to lack of general educators’ training in gifted education and the pressure classroom teachers face to raise the performance of their struggling students. [2]
- It’s more than just giving students a challenge in classrooms: Gifted programming positively influences students’ futures. Several longitudinal studies have shown that gifted programs have a positive effects on students’ post-secondary plans. For example, studies found that 320 gifted students identified during adolescence who received services through the secondary level pursued doctoral degrees at more than 50X the base rate expectations. [3] In a follow-up report on the same study participants at age 38, 203 participants, or 63%, reported holding advanced terminal degrees (master’s and above). Of these, 142 (44%) held doctoral degrees and 8 of these 142 had more than one doctoral degree. As a benchmark for this accomplishment, the authors of this study compared these rates to the general U.S. population, noting that only approximately 2% of the general population held a doctoral degree according to the 2010 U.S. Census. [4]
- Additionally, in a study looking at gifted students who participated in talent development through competitions, the researchers reported a long-term impact on these students’ postsecondary achievements, with 52% of the 345 students who participated having earned doctoral degrees. [5]
- Further benefits of gifted programs have been shown to include that students who had participated in gifted programs maintained their interests over time and stayed involved in creative productive work after their finished college and graduate school. [6]
- A sample of 2,409 intellectually talented adolescents (top 1%) who were assessed on the SAT by age 13, and provided services through a talent search program, was tracked longitudinally for more than 25 years. Their creative accomplishments, with particular emphasis on literal achievement and scientific-technical innovation, were examined and results showed that distinct ability patterns identified by age 13 foreshadowed creative accomplishments in middle age. Among the sample, participants had earned 817 patents and published 93 books, one had been awarded the Fields Medal in mathematics, and another had won the John Bates Clark

## Medal for the most outstanding economist under 40. [7]

1. Loveless, T., Farkas, S., & Duffett, A. (2008). *High-achieving students in the era of NCLB*. Washington, DC: Thomas B. Fordham Institute.
2. Hertberg-Davis, H. L., & Callahan, C. M. (2013). Introduction. In H. L. Hertberg-Davis & C. M. Callahan (Eds.), *Fundamentals of gifted education* (pp. 1 -10). New York, NY: Routledge.
3. Lubinski, D., Webb, R. M., Morelock, M. J., & Benbow, C. P. (2001). Top 1 in 10,000: A 10 year follow-up of the profoundly gifted. *Journal of Applied Psychology, 4*, 718 -729.
4. Kell, H. J., Lubinski, D., & Benbow, C. P. (2013). Who rises to the top? Early indicators. *Psychological Science, 24*, 648 -659.
5. Campbell, J. R., & Walberg, H. J. (2011). Olympiad studies: Competitions provide alternatives to developing talents that serve national interests. *Roeper Review, 33*, 8 -17.
6. Westberg, K. L. (1999, Summer). What happens to young, creative producers? *NAGC: Creativity and Curriculum Division Newsletter, 3*, 13 -16.
7. Park, G., Lubinski, D., & Benbow, C. P. (2007) Contrasting intellectual patterns predict creativity in the arts and sciences: Tracking intellectually precocious youth over 25 years. *Psychological Science, 18*, 948 -995.



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

### **Applicant Response:**

Lockesburg STEM Academy will educate 150 students in grades K-8. The school will provide a STEM emphasis with a Project-based Learning Model neither of which is currently available in the target area. As mentioned in the Market Analysis there are several schools in the surrounding Counties but none that offer a STEM model. This shows a demand and interest for choices in the educational landscape in the County.

Lockesburg STEM Academy will implement a strategic, county-wide recruitment and marketing plan, but it is anticipated that a large number of students that will enroll in Lockesburg STEM Academy will be from the areas of DeQueen, Lockesburg, Dierks, Horatio, Mineral Springs, Nashville, Foreman, Ashdown, and Cossatot K-12.

Lockesburg STEM Academy will be the only school in the county that will offer Performance-based and Project-based Learning and the only school in the target area offering a STEM focus. This will allow families with students that would like to have more STEM learning an option for their students. Students and families looking for an education that is hands-on, with student focused learning will be drawn to the school.

With the unique program Lockesburg STEM Academy will give families the opportunity to have a quality education and a school that is within their community. This school will also give students in grades 1-5 time to learn in small groups. This will appeal to students that struggle and would benefit from more one-on-one interaction. The ability grouping will appeal to students who want to be challenged in their studies.

The school is also unique to the county and will allow students in grades six through eight and beyond the freedom to direct their learning by choosing the courses in subjects that interest them. Students can choose to from honors core courses and a variety of STEM focused electives which can give them a more rigorous educational experience.

The Board of Directors will be on hand to support students who apply to Lockesburg STEM Academy. Students who want to take advantage of the new and unique approach to education offered. The school will market to and recruit serious students who want to be part of this educational and learning process. The Board will specifically market and recruit low-income, minority and female students as these populations are traditionally underrepresented in STEM fields.

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

**Applicant Response:**

LSA supports the vision, mission, and goals through its commitment to maintain multiple lines of communication with its stakeholders. LSA strives to inform stakeholders of the successes and challenges of the school's students, staff, programs and budgets as well as gather input and feedback. Accountability is very important to a high-functioning school. LSA will offer a variety of strategies such as (websites and emails) that will be implemented to garner input and inform stakeholders on academic performance. This reinforcement will build strong relationships with all stakeholders.

LSA will establish a parental involvement plan to meet the needs of the families in our school. We understand that a child's education is a responsibility shared by the school and family during the entire time the child spends in school. Our goal is to educate all students effectively, in order to do that, the school and parents must work as partners to ensure educational success.

However, there are other means of demonstrating the progress of student academia. The use of gathering data; by testing, surveys, and rubrics that apply to specific assignments. The administrator will use data from all assessments and prepare annual reports to be released to all parents and interested community members. The report will include progress towards annual goals, to include test data from the previous year and compare it with the following year.

The school will begin compiling data in the spring of the current school year and will finalize all reports during the summer following the school year. All reports and information will be final, available, and disseminated by November 15 of each year for the previous school year.

LSA will develop, with staff and community participation, a plan to disseminate the annual report. Goals will be compatible with state and national educational goals and address state needs. LSA will file the plan with the ADE. LSA will provide and publish before November 15 of each school year a report to the public detailing progress toward accomplishing program goals, accreditation standards, and proposals to correct deficiencies. In addition, LSA will notify parents of the report via email. LSA will systematically and at least annually explain its policies, programs, and goals to the community in a public board meeting and provide opportunities for parents and other members of the community to ask questions and make suggestions.

As described previously, LSA will have very specific and measurable objectives for success, based upon the academic progress of its students and the school's performance on several academic and non-academic measures. The school administration will use STEM101 to watch each of these variables closely to monitor the school's overall success. The Principal, in collaboration with the staff and with the administrative support team, will develop a list of measurable annual school goals that are designed to ensure continuous improvement. The Board will approve these school goals and the performance of the Principal and staff is evaluated in part by using the school goals.

As a public charter school, LSA will measure and report the academic achievement of all students annually, as well as ongoing progress and performance of cohorts and the school as a whole. LSA students will participate in state proficiency tests depending upon grade level. Results of these assessments will be reported through the ADE. In addition, state assessment data is logged in with STEM101 to complete a data snapshot of student academic performance. The Board and school leadership will also include the results of the state-mandated testing in the evaluation of the school's overall performance.

Responsibility for monitoring, evaluating, adjusting, and adhering to the school's assessment policies and practices will follow a traditional model. Teachers will have primary responsibility for administering assessments and providing feedback to administrators. The Principal will oversee the assessment program and work with education specialists in evaluating and making recommendations for changes. The Board will have ultimate

responsibility for ensuring that the school is fulfilling the expectations and obligations under charter school law, the charter, and Board-approved school policy.

LSA will follow ADE Rules Governing Standards for Accreditation of Arkansas Public Schools and School Districts ([http://www.arkansased.org/public/userfiles/Legal/Legal-current%20Rules/ade\\_282\\_standards\\_0709\\_current.pdf](http://www.arkansased.org/public/userfiles/Legal/Legal-current%20Rules/ade_282_standards_0709_current.pdf)) LSA will maintain reports and records necessary for effective planning, operation, and education. LSA will submit timely and accurate reports appraising student performance to the ADE.

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

**Applicant Response:**

Sevier County DeQueen School District in Which the Charter is to be Located			Percentage of Students Projected at the Charter				
	2015-2016		2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
	Number	%	%	%	%	%	%
All	2,431						
Two or More Races	42	0.02	0.02	0.02	0.02	0.02	0.02
Asian	17	0.01	0.01	0.01	0.01	0.01	0.01
Black	83	0.03	0.04	0.04	0.04	0.04	0.04
Hispanic	1,501	0.62	0.62	0.62	0.63	0.64	0.65
Native American/ Native Alaskan	36	0.01	0.01	0.01	0.01	0.01	0.01
Native Hawaiian/ Pacific Islander	26	0.01	0.01	0.01	0.01	0.01	0.01
White	726	0.3	0.3	0.3	0.31	0.32	0.33
Free and Reduced Lunch	1,851	76.14	0.78	0.8	0.85	0.9	0.98
Data Below from 2014-2015 Cycle 4 Report							
Migrant	99	0.04	0.04	0.05	0.05	0.06	0.07
LEP	1,039	0.43	0.43	0.43	0.44	0.45	0.46
Gifted & Talented	114	0.05	0.05	0.05	0.06	0.07	0.08
Special Education	62	0.03	0.03	0.03	0.04	0.05	0.06
Title I	1,675	0.7	0.7	0.7	0.7	0.71	0.72
			2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Grades to be Offered at the Charter			K-8	K-9	K-10	K-11	K-12
Enrollment Cap at the Charter			150	50	50	50	50

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

**Applicant Response:**

**Enrollment Criteria.** In accordance with federal laws, no student will be denied admission to JBH Academy based on race, ethnicity, national origin, disability, aptitude, or athletic ability. The school will be open to all children who are eligible under the laws of the State of Arkansas for admission to a public school. JBH will ensure compliance with all applicable anti-discrimination laws governing public schools, including: Title VI of the Civil Rights Act and the laws of the State of Arkansas. New students will be admitted each year without regard to prior measures of achievement or ability, athletic aptitude, infirmity, handicapped state, culture, race, belief, gender, sexual orientation, national origin, religion, or lineage.

- Any child whose fifth birthday is on/before October 1<sup>st</sup> may apply for admission to kindergarten.
- Any child that is age ready for K-5<sup>th</sup> grade may apply for admission to the early elementary (1st- 3rd) and/or upper elementary (4<sup>th</sup> - 5<sup>th</sup>) and middle grade (6<sup>th</sup> - 8<sup>th</sup>) will be available in (2017-2019).

**Recruitment Process.** JBH Academy will begin by recruiting through the normal means of media, through the ads in the newspaper, the public hearing, and promotional print media (e. g. fliers and brochures), technology such as our website, social media, and links on our website that will explain JBH Academy. We foresee that the news of a free and public Open Enrollment Charter School might spread quicker to the community than to public school parents, who are only familiar with traditional public schools. We specifically are worried that recruitment through technology might in fact limit our recruitment efforts to families that cannot afford full access to the Internet. In fact we anticipate that public school parents, and especially low Socio-Economic Status (SES) families with little or no access to Internet, will have little or no knowledge of an Open Enrollment Charter School and will have limited ways of learning about it. We also anticipate they will need more time to hear about, investigate, and then choose JBH Academy for their children.

JBH shall enroll an eligible student who submits a timely application, unless the number of applications exceeds the capacity of a program, class, grade level or building. In such cases, all applicants shall have an equal chance of being admitted through a random selection process. In addition, JBH may give enrollment preference to the populations donated in State and Federal law. Prior to the School's opening, an Open Enrollment period will be established. At the end of the enrollment period, parents will be notified of acceptance to the School or assigned a lottery number in the event that applications exceed capacity. If capacity is not reached after the established enrollment period, subsequent applications will be accepted as received.

Upon submission of an application the information is reviewed for eligibility of attendance. Proof of residence in a particular area and age requirements are verified. At each phase of the admission process, the appropriate correspondence will be generated and communicated to each applicant. The data will be monitored and reports created to determine the need for a lottery, wait-lists, and letters of acceptance. If, at the end of the Open Enrollment period, there is an over subscription for any grade level, a Lottery will be conducted.

In subsequent years, applications will be accepted each year during an Open Enrollment period and continuously to maintain capacity in each grade level. All applications will be date/time stamped as they are received and filed by grade level. If the number of applications exceeds the capacity of a program, class, grade level, or building, a public lottery will be held to determine which applicants are admitted. The number of seats available will be determined by the number of students who recommit minus the capacity. The drawing will continue until every name has been drawn and scheduled for enrollment, placed on a numerical waiting list, or placed back into the applicant pool.

The lottery will be system generated. If an applicant is selected in the Lottery, the parent/guardian of the applicant will be offered a seat no later than twenty-one (21) days after the date of the Lottery. If an accepted applicant decides not to attend the school, the slot will be given to the first person on the waiting list. All accepted applicants will be provided with access to registration requirements.

JBH founders will focus its recruitment on the specific families we are targeting--through a local neighborhood campaign. We will knock on doors, talk to families directly, and encourage families to spread the word. We will

specifically target the outlying areas around the Local District, giving these families the most current information about our school, so they can sign up for the lottery and have a good chance of admission. We will actively recruit to make it happen.

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

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

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

**Applicant Response:**

Children of Founding Board Members and siblings of enrolled students will be given enrollment preference. Up to five spaces will be held for the children of founding board members. The spaces will be reserved until a published date and will be released if not filled.

The children of Founding Board Members who were not exempt from the lottery process and were not accepted in the lottery will be placed on a Founder Preference List. These students will be given the first opportunity to enroll as space becomes available. Students on this list with the lowest lottery number will be placed first.

Siblings of enrolled or accepted students who were not accepted in the lottery will be placed on a Sibling Preference List. These students will be made an offer of enrollment after students on the Founder Preference List as space becomes available. Students on this list with the lowest lottery number will be placed first.

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

- Yes
- No

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

**Applicant Response:**

**Procedure for conducting lottery enrollment**

To apply for enrollment to LSA, prospective students must complete an application. The Office of Charter Schools will develop a standard student enrollment application that must be used by all potential students. The application will be provided to the community in multiple languages. LSA will proactively inform the communities about the school for the purpose of generating interest in attending the school. By law, LSA will be required to establish policies that outline outreach and recruitment programs; these programs must encourage the enrollment of a diverse student population. Outreach policies should include multiple approaches to recruitment that notify the entire enrolling community, including families that may be hard to reach. Methods may include public notices, open houses, coordination with other schools, community meetings, visits to community centers, web-based notifications and portals, mailings, and door knocking.

## **Tentative Open Enrollment and Lottery Dates** (Subject to Change)

**Open Enrollment begins:** Wednesday 3/1/17

**Lottery Determination Date/Close of Open Enrollment:** Monday 4/3/17

**Lottery If Needed:** Tuesday

### **Students placed on waiting lists**

In the event of a charter school lottery, all students in the lottery pool shall be drawn. Once all available seats have been filled based on the order applicants were selected, the remaining applicants in the pool must be placed on a waiting list ranked in the order that they were drawn. Applicants should be permitted to apply to the school at any point during the school year. In cases where these applicants apply after a lottery is held and a waiting list is already created, the new applicants should be placed at the end of the existing waiting list, in the order their applications are received.

Charter schools must maintain the current year's waiting list through the end of the last regular day of school of the school year. After the close of the last school day of the year, waiting list results may not roll over. The next (upcoming) school year's waiting list shall serve as the basis for enrollment offerings as spaces become available. All applicants remaining on the waiting list at the end of the current year must reapply to be included in the lottery for the upcoming school year.

For example, if the current school year ends on June 30 and a current student departs on May 21, the school should offer an enrollment opportunity to the next student on the current school year's waiting list. However, if the school year ends on June 30 and a charter school receives notice of a student's intent to depart at the end of the school year (and is thus effective July 1), the vacancy should be offered to the top most applicant on the upcoming year's waiting list.

### **Process for notifying parents**

1. Within seven days after conducting the selection process, Lockesburg STEM Academy will send an offer letter to the parent, guardian, or other person who submitted an admission request on behalf of the student, advising the person that the student has been selected for admission to Lockesburg STEM Academy. The offer letter must be signed by the student's parent or guardian, and returned to LSA by the date designated in the offer letter from LSA.
2. Within seven days after conducting the selection process, Lockesburg STEM Academy will send a letter to the parent or guardian, or other person who has submitted an admission request on behalf of the student, advising them that the prospective student is not eligible for admission, but will be placed on a waiting list and may be eligible for admission at a later date if a seat becomes available.
3. If a parent, guardian, or other person receives an offer letter on behalf of a student and declines admission, or fails to sign and return the offer in a timely manner by the date designated in the offer letter, then the name of that student will be stricken from the final selection list, and that seat will be made available to the next eligible student on the final selection list.
4. If a student withdraws from Lockesburg STEM Academy during the school year for any reason, then the seat that opens in that grade will be made available to the next eligible student on the final selection list.

### **Lottery process is transparent**

If the initial capacity of Lockesburg STEM Academy is insufficient to enroll all prospective students, or if capacity is insufficient to enroll all prospective students in subsequent school years, then LSA will determine who will be offered admission to LSA by conducting a fair and equitable selection process. That process will use a randomized method for identifying the draw order for the grades and for all student applications. The method will be transparent and follow a clearly defined process. LSA will be using the randomized method in an effort to increase the accuracy of the data and reduce the amount of time required to perform the lottery.

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

### **Applicant Response:**

We will not have a weighted lottery.

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

**Applicant Response:**

**Waiting List Procedures 6-23-306 (B)(i)(a)**

- a) If a student stops attending LSA or declines admission, the next student on the Waiting List for that grade will be offered admission; this will be repeated until the vacant seat is filled.
- b) No student will be admitted ahead of other eligible students on the wait list unless said student is either a sibling of a currently attending student at the time an offer of admission is made, or a resident of Sevier County (6-23-306) (B)(i)(a).
- c) Students on the Waiting List will be contacted by phone with any offer of admission to the school. It is the parent/guardian's responsibility to notify the school with any change of contact information.
- d) Any student who is offered a seat at LSA and declines admittance, will need to reapply. Starting in March 2017, all students who are already on the school's Waiting List will remain on the Waiting List advancing one grade level yearly until their name comes to the top of their grade list and they are offered admission to attend LSA. Parents/guardians are encouraged to contact LSA once a year to update their child's information and track their child's movement on the Waiting List.
- e) All other students applying to LSA, after March 2017, must complete an Application for Admission yearly if they are not offered admission. All students who sign up for enrollment will be part of a lottery to determine their placement on the Waiting List.
- f) These students will take part in a lottery, by grade, and will then be added to the existing grade Waiting List of the students who applied before April 2017, following the sibling, resident and nonresident preferences.
- g) Students who are on the Waiting List as non-siblings and become a sibling, due to the acceptance and attendance of their brother/sister, will be given sibling status. It is the parent's responsibility to notify the school if this occurs. If a student currently on the Waiting List changes his/her grade, it is the parent's responsibility to notify the school.
- h) LSA will keep accurate and secure electronic and paper records of the Waiting List. The Waiting List will contain the name (first, middle, last), home address, telephone number, grade level, date of birth, and sibling status of each student who enters a lottery but does not gain admission. It is the parent/guardian's responsibility to notify the school with a change in sibling status.
- i) When a student stops attending the school for any reason, the school will attempt to fill that vacant seat up to February 15<sup>th</sup> of that school year. LSA must replace any student who leaves the school in grade K-8<sup>th</sup> with a student in the same grade level, if the replacement takes place on or before February 15<sup>h</sup>. If a student in grade K-8<sup>th</sup> leaves the school after February 15<sup>th</sup> that vacancy may be filled in the current school year or in the following school year with a new student in the subsequent (next) grade level, at the school's discretion.

j) If a vacancy is not filled after February 15<sup>th</sup> the opening will move into the next grade to be filled for the following school year if such grade is not grades 7, or 8. Seats for students who have accepted an offer of admission in the charter school but have never attended are exempt from this provision (6-23-306) (B) (i)(a)(2).

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

**Applicant Response:**

There are no founders or board members of the proposed charter's sponsoring entity that has any prior involvement in the operation of one or more other charter schools.

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

**Applicant Response:**

**ADMINISTRATORS**

**Administrator Position:** Principal

**Reports to:** Assistant Superintendent

**Salary Range:** \$79,760 - \$101,583

**Minimum Qualifications Required**

**Education Required:**

Master's degree in educational administration or School Leadership

**Experience Required:**

Three years experience as a classroom teacher

Three years of experience in instructional leadership roles

**Certification Required:**

Arkansas principal or other appropriate Arkansas certificate

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

- Demonstrate relentless commitment to academic achievement of all students.
  - Demonstrate effective customer service strategies to all district patrons.
  - Communicate and promote expectation for high-level performance from staff and students; hold staff and students accountable for high performance; recognize excellence and achievement.
  - Monitor instructional and managerial processes to ensure that program activities are related to program outcomes and use these findings for corrective action and improvement, as well as for recognition of success.
  - Develop budgets based upon documented program needs, estimated enrollment, personnel and other fiscal needs; implement programs within budget limits; maintain fiscal control; accurately report fiscal information.
- 

**Administrator Position:** Director of School, Community, and Parental Involvement

**Reports to:** Superintendent

**Salary Range:** \$51,600-78,061

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**Minimum Qualifications Required**

**Education Required:**  
Master's Degree

**Experience Required:**  
Three years' experience in administrative position

**Certification Required:**  
Administrative certification

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

- Supervise, manage, and coordinate the activities regarding business and community partnerships, volunteers, parental involvement, and public relations.
  - Supervise leadership in collaborative processes to develop district-wide plans with staff, parents, and community members, including publication of district volunteer handbook and an annual schedule of parental involvement activities.
  - Work effectively with parent groups, Chamber of Commerce, the municipal staff, other community organizations, and patrons to facilitate the mission of the school district.
  - Compile and manage budgets and cost estimates based upon documented program needs; ensure that programs within the defined area of responsibility are cost effective and funds are managed prudently.
  - Supervise effective incentive and recognition programs for exemplary employee performance (e.g., administrators, teachers, classified/auxiliary groups, and staff).
-

## **TEACHERS**

**Teacher Position:** Classroom

**Reports to:** Principal

**Salary Range:** \$38,200-52,700

### **Minimum Qualifications Required**

**Education Required:**

Bachelor's degree from accredited university

**Experience Required:**

At least one year of student teaching or approved internship

**Certification Required:**

Valid Arkansas teaching certificate with required endorsements for subject and level assigned

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

- Plan and use appropriate instructional and learning strategies, activities, materials, and equipment that reflect understanding of the learning styles and needs of students assigned.
- Demonstrate relentless commitment to academic achievement of all students.
- Communicate and promote expectation for high-level performance from students; hold students accountable for high performance; recognize excellence and achievement.
- Assess, track, and provide feedback promptly and often to students on their progress and assignments and maintain record of grades. Work with other members of staff to determine instructional goals, objectives, and methods according to district requirements.
- Establish and maintain open communication with parents and students concerning academic and behavioral progress of students.

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**Teacher Position:** Special Education

**Reports to:** Principal

**Salary Range:** \$38,200-52,700

### **Minimum Qualifications Required**

**Education Required:**

Bachelor's Degree

**Experience Required:**

**Certification Required:**

Hold or be eligible to obtain teacher certification in special education.

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

- Establish and enforce rules for behavior and procedures for maintaining an environment conducive to learning for all students.
- Meet with parents to discuss their children's progress and to determine priorities for their children and their individualized educational needs.

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

- Confer with parents, administrators, testing specialists, social workers, and other professionals to develop individualized education programs (IEPs) designed to promote students' educational, physical, and social/emotional development.
- Maintain accurate and complete student records and prepare reports on children and activities, as required by laws, district policies, and administrative regulations.
- Establish clear objectives for all lessons, units, and projects and communicate those objectives to students.

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**SUPPORT STAFF**

**Support Staff Position:** Nurse

**Reports to:** Director of Special Services

**Salary Range:** \$31,399-45,507

**Minimum Qualifications Required**

**Education Required:**

Graduate of an accredited professional nursing education program

**Experience Required:**

Two years nursing experience, preferably in community health

**Certification Required:**

Valid registered nurse licensed to practice professional nursing in Arkansas from the State Board of Nurse Examiners

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

- Coordinate health service activities with the instructional program.
- Plan and implement health assessment and screening programs.
- Assist in control of communicable diseases by interpreting the policies and procedures for control of communicable disease within the school.
- Coordinate referrals to health care professionals for medical diagnostic services and treatment as needed.
- Implement and comply with policies established by federal and state law, Arkansas Dept. of Education and local board policy in the area of health services.

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

**Applicant Response:**

The Board is responsible for the completion and results of all accounting reports as required by law, regulation, or the charter, including a report of budgeted and actual expenses. The Board will provide any information required by the ADE or its auditors. LSA will use the chart of accounts outlined in the Arkansas Financial

Accounting Handbook, as reported via APSCN.

The Board will designate one of its members, to serve as the Treasurer of the school. The Treasurer has the oversight responsibility for all funds and securities and for monies due and payable from any source, including the deposit of monies in the banks, trust companies, or other depositories as will be selected in accordance with the provisions of the Bylaws.

The Treasurer will receive supporting documentation for all invoices as well as a transaction listing of all activity in the school's bank account. In addition to reviewing the actual monthly and year-to-date results for the school, the Treasurer will review a monthly projection for the balance of the school year in order to provide the Board with visibility to the projected financial position of the school at the end of the fiscal year. This report will be reviewed at each Board meeting to ensure that the school has sufficient funds to meet all of its obligations and to stay on a sound financial footing. Potential shortfalls will be identified with sufficient time to make adjustments in the school's operations to ensure that a sufficient fund balance is always available at the end of each school year.

LSA will use industry-standard accounting software to ensure proper bookkeeping. LSA will also establish policies and procedures and will institute rigorous financial controls including the following:

LSA will develop and maintain simple check request and purchase order forms to document the authorization of non-payroll expenditures. All proposed expenditures must be approved by a designee of the Board. The designee will review the proposed expenditure for approval and to determine whether it is consistent with the Board's adopted budget. Supporting documentation will be required for all expenditures.

To ensure fiscal responsibility and compliance, the Board will meet regularly to review the operations and financial performance of the school.

LSA will maintain its accounts at a federally insured commercial bank or credit union. Funds will be deposited in non-speculative accounts including federally-insured savings or checking accounts or invested in non-speculative federally-backed instruments. Access to these accounts will be limited to individuals designated by the Board.

Each month, LSA will produce a set of detailed financial statements that include a statement of activities, a balance sheet, bank reconciliations, invoice detail, payroll registers, any grant fund expenditures, cash receipts from all sources, and a transaction listing of all activity. The Treasurer will be provided with access to such financial documents for review as an increased measure of oversight and governance.

The Board will use a sound budgeting and forecasting policy and procedures to monitor revenue and authorize expenditures according to any restrictions placed on such revenue. A detailed revenue and expense statement will be reviewed at each Board meeting and will serve as the vehicle to authorize future expenditures, along with the adopted budget and other policies.

### **Plan for Managing Procurement Activities**

LSA is requesting a waiver from §6-21-301 et seq. to contract with outside sources before conducting a background check for their legitimacy to provide educational services, which are only available from a single source and thus exempt under §6-21-305. The Board will follow state regulations regarding all other procurement activities. Should the waiver not be granted, LSA will follow the required process for a contract with an educational service provider.

Board members have experience operating businesses and schools and are familiar with standard procurement processes including the Request for Proposal process. The Board will work with legal counsel to ensure all required procurement steps are completed and that all regulations are met.

### **Personnel who will Perform Business Duties**

LSA intends to contract with Juanita Smith Bookkeeping for business support and assistance with performing various financial functions. Juanita Smith will be required to provide financial reports and supporting documentation for all expenditures to the Treasurer and the Board as a whole. The Charter School Financial

Services team and Smith Bookkeeping will work together to ensure an exemplary audit record. Functions performed by this team, under the direction of the various boards, include:

- Preparing financial reports and disclosures to meet the reporting needs of multiple schools in various states.
- Performing daily accounting activities and general ledger maintenance to record charter school financial activity.
- Providing accounting and financial/legislative audit support services for schools reporting under non-profit and governmental GAAP.
- Monitoring federal/state accounting and regulatory requirements unique to various states to ensure school compliance.
- Assisting with developing internal control design and providing support for the implementation of school financial processes and procedures.
- Assisting with financial budgeting and forecasting functions on behalf of the schools.
- Providing training sessions to school management to increase their awareness of financial and compliance matters unique to their school.

Juanita Smith Bookkeeping will work closely with the Treasurer and the Board to deliver information in a manner that ensures proper oversight is maintained over the school's financial operations.

### **Timeline and Process by which the Board will Review and Adopt an Annual Budget**

On an annual basis and prior to any deadline specified in the charter, LSA will present a balanced budget (i.e. not resulting in a cumulative net asset deficit) for the following fiscal year to the ADE or its auditors.

Developing LSA's annual budget will be an iterative process incorporating input from key stakeholders including the designated members of the Board including the Board Treasurer and the school's Principal. A preliminary budget based on initial assumptions will be presented to the Board for approval before the start of the school year. Once the beginning enrollment and updated per pupil funding figures are known, a revised budget will be prepared. On a monthly basis, the budget will be compared to actuals and a re-forecast will be prepared. This process will provide the Board with the ability to change the financial direction of the school at any point.

### **Balanced Two-Year Budget**

A balanced two-year budget estimate is included in Attachment 6. The budget does not rely on one-time grants or other funds not presently guaranteed. It includes costs for all personnel, programs, and expenses.

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

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

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

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

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

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

**Applicant Response:**

The school's mission is to offer families throughout the state access to a quality education by providing the personalized learning inherent in a high quality STEM school. In order to achieve its mission, the school must remain fiscally sound.

The completed budget template, is carefully aligned to the mission of the school and demonstrates a school with sound financial planning.

Revenue is limited to State Charter School Aid. Enrollment figures have been based on the projections for the initial size of the school and subsequent school growth and are consistent with demand in Arkansas for full-time virtual education.

Expenditures are based upon reasonable estimates of anticipated expenses and are aligned to the school's mission and performance goals. A majority of the school's expenses will be variable instead of fixed.

Personnel assumptions are based on staffing ratios that have been found to be effective in with smaller classrooms. Substitute teachers are required in the event a teacher is absent or in training. LSA does intend, however, to identify some substitute teaching resources to address longer-term absences if needed.

School administrators and staff will be employed by LSA through the professional services agreement, but serve at the pleasure of the Board of Directors.

For expenditures other than personnel, the budget assumes that expenses will be consistent with the full-time charter school supported by LSA's. In the completed budget template, the anticipated expenses can be found under the following expenditure types:

- Administration
- Regular Classroom Instruction

- Special Education
- Auditor
- Maintenance and Operations

For Fiscal Services, the budgeted expenditure covers expenses such as:

- School Financial Services
- Federal Programs Support
- Payroll
- Accounts Payable
- Cash Flow Protection
- School Business Support
- Internet Subsidy Management and Payment Processing

For Maintenance and Operations, the budgeted expenditure covers expenses related to:

- Systems Administration
- Telecommunications Support
- Facilities Support Services
- Insurance/Risk Management Support
- Purchasing Support

The Board understands ELL and guidance services are not special education programs. These bundled purchased services are included within the “Special Education Oversight and Support” fee. For Special Education, the budgeted expenditure covers expenses related to special populations such as:

- Special Education Protocol Development
- Special Education Training and Professional Development
- Special Education Oversight and Compliance Support
- IEP Management Software and Support
- Assistive Technology Procurement
- Special Education Service Provider Coordination
- Accessibility Support
- 504 Plan Guidance
- At-Risk Population Support Services
- ELL Support (provided by ESOL/TESOL certified leaders and teachers)
- School Counseling Support

#### **Minimum Number of Students Required for Financial Viability**

Although LSA can budget for a minimum enrollment level, the revenue would not support some of the features proposed in this application. Any changes to the model presented in this application would require discussion and a decision by the Board.

In the event that enrollment is less than anticipated, the school would remain financially viable and the model would remain consistent with the adopted budget. Most expenses of the school are anticipated to be variable instead of fixed. This will ensure the majority of expenses will flex up and down with enrollment, thus cushioning the impact of lower than estimated revenue due to an enrollment shortfall.

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

**Applicant Response:**

Provisions that will be made for conducting annual audits. The LSA Board will be steadfastly committed to prudent fiscal management of both our public and private resources. The Board will hire a Certified Public Accounting Firm to conduct annual reviews of cash flow, retrospective budget, and financial controls. The audit will be conducted according to Government Auditing Standards Arkansas and included in the Approved Auditor List for charter schools. LSA will provide the necessary financial records, documentation, and data required to complete the financial audit. Upon completion, the audit will be submitted to the Arkansas Department of Education Public Charter School Board and other appropriate authorities as required by law.

Thomas & Thomas LLP is committed to delivering excellent client service in the areas of tax, audit, bond arbitrage, accounting and business advisory services. We focus on thoroughly understanding each client's unique needs and objectives and strive to help them achieve success by providing a combination of personal attention and expertise that results in mutual trust and long-lasting relationships.

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

Yes

No

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

**Applicant Response:**

The proposed location is the Lockesburg Elementary campus located at 124 Darter Circle, Lockesburg, AR, 71846. The facility is a one story, 30, 696 square foot structure with a gymnasium, maintenance shop, childcare center, and separate music room. There are approximately 20 classrooms, a science lab, media center, library, nurse station, cafeteria, and playground for physical activities. There are two offices for the principal and assistance, copy room, filing room for student records that is connected to the administrative assistance office. The site is located of approximately 32 acres, giving it adequate room for future additions and instructional space to accommodate enrollment through grade 12. The proposed school has not been in operation approximately four years. The DeQueen Superintendent is the current overseer.

As a contingency for LSA and school space, we have identified a location in Nashville, AR. This site is a former grocery store with more than 20,000 sq. ft. of appropriate space. We are currently reaching out to the owner of the property to finalize a purchase price or a lease-to-own opportunity until LSA has sufficient credit and / or reserves to purchase the site outright.

**Site renovation.**

The site previously used would not need any renovation, as it was recently updated. If the site is ultimately unavailable, LSA will attempt to identify a school or other vacant buildings near Lockesburg or DeQueen that does not require extensive renovation so that resources can be focused on activities that directly impact instruction and student achievement. If it becomes necessary for LSA to acquire space in a facility requiring renovation, we will establish a line of credit with a third party to finance the additional costs. Suntrust and Old Point National Bank has offered to consider such a line of credit.

**Accessibility of the facility.**

LSA will work to identify and secure a facility that is programmatically accessible to all students who wish to attend. The mission of LSA - to educate responsible citizen-scholars for success in the college of their choice and a life of public leadership - does not exempt students with special needs. LSA will be deeply committed to serving all students in our community and firmly believes that all students should have access to a high-quality education. As such, LSA is intent on ensuring that, regardless of mobility limitations, students have access to the entirety of its programmatic offerings in a safe space that promotes a high achievement.

**Timetable for acquisition of a site.**

Should the facilities under consideration be unavailable, there are a number of other facilities we are exploring including some local Churches of Lockesburg, DeQueen, and Texarkana, AR. The following table provides a planned time-line for acquiring a site for the Upper Academy.

<b>Task</b>	<b>Due Date</b>	<b>Responsible Party</b>
Hire Head of School	July 2017	LSA Board
Thorough review and exploration of sites available	October 2016	Head of School
Signed lease or purchase agreement	November 2016	Head of School
Renovation begins (if needed)	December 2016	Head of School

Renovations ends (if applicable)

May 2017

Head of School

Furniture and equipment moved, leased or purchased

June 2017

Head of School

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

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

**Applicant Response:**

The facility is being overseen by DeQueen Public School System.

No members of the Board have an interest or relationship with the potential owner. No employees of the public school district, the open enrollment charter school, or any other interested persons have any relationship with the DeQueen Public School District.

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

Yes

No

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

**Applicant Response:**

The building does meet ADA and life safety codes. Each classroom has handicapped accessible bathrooms, water fountains, and sinks. Restrooms that are throughout the hallways is handicapped accessible as well. Each classroom has phone jacks and a PA system, all fire alarms and extinguishers are still being checked by the Lockesburg volunteer fire department.

The property is located within the city limits of Lockesburg, AR and is therefore required to adhere to the zoning requirements set forth by the city of Lockesburg and DeQueen Planning and Highway Safety Department. The subject property is currently zoned 1.

The site has been occupied by the Lockesburg School District since the early 1960's when it was constructed. Lockesburg's Superintendent had to consolidate with the DeQueen school district due to a decrease in student enrollment.

There are no establishment that sell alcohol within 1,000 feet of the site.

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

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

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

**Applicant Response:**

None of the Board Members, who are volunteers are not receiving any pay for being on the Board and no board member assisted in writing this application, as identified in Section A of the application:

None of the Board Members have a family or financial relationship with any other individual specifically identified by name in Section A of the application; or any individual or entity with whom LSA have contracted, or intends to contract, to provide any services or products for LSA; or the owner of the facilities intended to be used.

None of the Board Members receive compensation either as an employee or independent contractor, from Lockesburg STEM Academy. Further, none of the Board Members are an officer, director, partner, employee, or owner of more than 5% of the shares of an entity that is a corporation, partnership, sole proprietorship, or LLC.

None of the Board Members have a family member (spouse, sibling, parent or child, or the spouse of a sibling, parent, or child) who is an officer, director, partner, employee, or owner of more than 5% of the shares of an entity that is a corporation, partnership, sole proprietorship, or LLC.

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

### **Applicant Response:**

The Board is committed to the highest standards of ethical conduct. The purpose of a Conflict of Interest policy is to protect LSA when the Board is contemplating a transaction or arrangement that might impermissibly benefit the private Financial Interest of an Officer or Director of the Board. In addition, the Conflict of Interest policy provides the Board with a procedure which, if observed, will allow a transaction or arrangement to be treated as valid and binding even though Board Director has, or may have, a Conflict of Interest with respect to the transaction.

The Board places great importance on making clear any existing or potential Conflicts of Interest. All such Conflicts of Interest shall be declared by the member concerned and noted in the Board meeting minutes.

### **Duty to Disclose**

In connection with any transaction or arrangement that might give rise to a Conflict of Interest, an Interested Person must disclose the existence of his or her Financial Interest and must be given the opportunity to disclose all material facts to the Board. The Interested Person must make this disclosure at the start of the regularly scheduled Board meeting following discovery of the Financial Interest; provided, however, that no action can be taken on such disclosure unless the issue was identified in the posted agenda for the meeting where required by the Open Meetings Law.

### **Determining Whether a Conflict of Interest Exists**

After disclosure of the Financial Interest and all material facts, and after any discussion with the Board, the interested Board member shall not participate in the discussions or vote on the matter. The remaining Board members and Board Counsel will determine whether a Conflict of Interest exists.

### **Procedures for Addressing the Conflict of Interest**

- If the Board determines that a Financial Interest of a Board member constitutes a Conflict of Interest, the Board Chair (or acting Board Chair if the sitting chair is the Interested Person) shall, if appropriate, appoint a disinterested person or committee to investigate alternatives to the proposed transaction or arrangement giving rise to the conflict.
- After exercising due diligence, the Board shall determine whether it can obtain a more advantageous transaction or arrangement with reasonable efforts from a person or entity that would not give rise to a Conflict of Interest.
- If a more advantageous transaction or arrangement is not reasonably attainable, and the State's Ethics Laws do not prohibit or invalidate the proposed transaction, the Board or committee shall determine by a majority vote whether the proposed transaction or arrangement is in the School's best interest, for its own benefit, and whether the transaction is fair and reasonable to the School. Based on this determination, the Board shall decide whether to enter into the proposed transaction or arrangement.
- The Board shall make its determination using the Rebuttal Presumption Checklist (Property) as a guide.

### **Violations of the Conflict of Interest Policy**

- If the Board or committee has reasonable cause to believe that a member has failed to disclose an actual or

possible Conflict of Interest, it shall inform the member of the basis for such belief and afford the member an opportunity to explain the alleged failure to disclose.

- If, after hearing the response of the member and making such further investigation as the Board deems warranted under the circumstances, the Board determines that the member has in fact failed to disclose an actual or possible Conflict of Interest, the Board shall take appropriate corrective action.

## **Records of Proceedings**

The minutes of the Board shall document the Conflict of Interest and contain:

- The names of the persons who disclosed or otherwise were found to have a Financial Interest giving rise to an actual or possible Conflict of Interest, the nature of the Financial Interest, any action taken to determine whether a Conflict of Interest was present, and the Board's decision as to whether a Conflict of Interest in fact existed.
- The names of the persons who were present for discussions and votes relating to the transaction or arrangement, the content of the discussion, including any alternatives to the proposed transaction or arrangement, and a record of any votes taken on the subject.

## **Compensation**

- A voting member of the Board who receives direct or indirect compensation from the School for services that are necessary for carrying out LSA's purposes (other than serving as a Board Director), where this is permitted by law or not otherwise prohibited, is precluded from participating in discussions or votes pertaining to that member's compensation.
- A voting member of any committee whose jurisdiction includes compensation matters and who receives direct or indirect compensation from LSA for services is precluded from participating in discussions or votes pertaining to that member's compensation.
- When setting compensation for any individual, the Board committee with jurisdiction over compensation matters shall set such compensation using the Rebuttable Presumption Checklist (Compensation).
- No Board member is precluded from providing information to the Board of Directors or any committee of the Board regarding member compensation.

## **Annual Statements**

Each Director and member of the Board shall annually sign the Conflict of Interest Disclosure Statement, which affirms that the Board member:

- Has received a copy of the Conflict of Interest Policy
- Has read and understands the Policy
- Has agreed to comply with the Policy
- Understands that LSA is a charitable organization and that in order to maintain its federal tax exemption, it must engage primarily in activities that accomplish one or more of its tax-exempt purposes

## **Periodic Review**

The Board shall conduct periodic reviews to ensure that LSA operates in a manner consistent with its charitable purposes and does not engage in activities that could jeopardize its status as an organization exempt from federal income tax. The periodic reviews shall, at a minimum, address the following subjects:

- Whether compensation arrangements and benefits are reasonable and the result of arm's-length bargaining and do not result in Inurement or impermissible private benefit.
- Whether partnership and joint venture arrangements and third party transactions conform to written policies, are properly recorded, reflect reasonable payments for goods and services, further the LSA's charitable purposes, and do not result in Inurement or impermissible private benefit.
- Whether agreements with employees and third-party payers further the LSA's charitable purposes and do not result in inurement or impermissible private benefit.

In conducting the periodic reviews provided for above, LSA may use outside advisors. The use of outside

advisors does not relieve the Board of its responsibility for ensuring that periodic reviews are conducted.

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

**Applicant Response:**

The school will seek out a local vendor to supply hot and cold nutritious meals for all students every day at a reasonable cost through the Request for Proposals (RFP's) process. The nurse will consult with the vendor to ensure that menus are healthy and that foods that may trigger any severe allergies are either left out or easy to identify. While the specifics of the menus can only be developed once the nurse/nutritionist is hired and the vendor selected, in general, students will have milk, fruit and an entrée each day, and there will always be a vegetarian option to include students with dietary restrictions. Students who need free or reduced price lunches will have them provided. The school plans to participate in the National School Lunch Program. The school plans to offer breakfast, lunch and an after-school snack through contracted services with a local vendor. The budget assumes 60% of the students enrolled would qualify for free and reduced priced meals as indicated in the calculation of NSLA funding and Title 1 funding. Any student who does not qualify for a free or reduced price lunch will pay for lunch and for breakfast per meal, per day and the after-school snack at cost. The school will use the process outlined in the Arkansas Department of Education School Eligibility Manual to determine eligibility.

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

**Applicant Response:**

Lockesburg STEM Academy is dedicated to a positive parent and student experience; hence, it considers parents and students as well as the community in general as its customer base. Therefore, communicating with them has utmost importance for both the success of the schools educational program as well as its financial health. Upon the approval of the Lockesburg STEM Academy charter application, the school will start accepting applications and publicize its educational program through its website, flyers, bulletins, newspaper ads, mailings, town meetings, informational open house sessions, and/or presentations where prospective parents and students can learn more about the schools educational program.

**A Family, Student and School Compact** which details expectations for the school, families and students. The more aligned the school and students' homes are in regards to student expectations at school, the stronger the experience and more successful the student will be.

**Home Visits** welcome families into the education process, educate teachers about their students and families and help the school begin the process of family involvement. It also provides a forum to answer family questions and confirming the student's enrollment.

**A Back To School Night** provides a forum for families to learn about the school's academic program, tour the school building and receive the Student-Family Handbook. All new students, families and staff participate in an orientation to welcome them to the LHA community.

**Weekly/Bi-Weekly Communication** from both the school leader and classroom teacher provides ongoing updates on school events, classroom instruction and individual student progress.

**Monthly Family Meetings** for families include information about how families can help students at home as well as some cultural education for families.

**Quarterly Parent/Student-Teacher Conferences** are opportunities for teachers to meet with the student and his/her family to discuss progress in school.

We believe that active parent engagement is as important as having a quality educational program. Therefore, once the school starts, parents will be encouraged to form the Parent Volunteer Organization (PVO). Its membership will include all parents, legal guardians and staff at Lockesburg STEM Academy. The PVO's mission will be to promote open communication and understanding between parents and staff, and to enhance the education experience of each child. The PVO will support teachers in classroom setting, hold fund-raisers for supplemental educational materials and experiences, and support school and family social interaction.

Active involvement of all stakeholders will ensure the success of LSA and the successful fulfillment of the school's charter. Parents, employees, and community members will be actively involved in the planning the school's future and developing close relationships with each other.

Administrators and teachers will have regularly scheduled staff meetings to discuss issues important to the school and maintaining the charter. Professional development will also be conducted at the staff meetings and offered periodically throughout the year.

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

**Applicant Response:**

Student academic success will be monitored and evaluated by all stakeholders: parents, teachers, students, administrators, and the Board. Strong accountability metrics and a high-quality curriculum will ensure the Arkansas Curriculum Frameworks are implemented with fidelity. Comprehensive but appropriate data collection and analysis through Comprehensive Data Analysis (CDA) will be used to design and implement student supports and interventions. To increase transparency and accountability, the school's performance will be measured and communicated annually to parents and reported monthly by the Board.

To ensure the success of the charter school in perpetuity and the sustainability of the charter in the future, the Board will focus on ongoing professional development for the Board, school leaders, and teachers to ensure professional growth; continue the staggered term limits of board members to ensure the Board can maintain the organizational knowledge base; and maintain appropriate levels of staffing at the school. In addition, the Board will receive ongoing support from the Board of Directors to ensure all state laws are met.

LSA will ensure everyone has access to the education program, including providing a computer and Internet subsidy. LSA is committed to making sure all students can access the program regardless of socio-economic status.

Additionally, the Board will be responsible for ensuring that all aspects of the financial and programmatic accountability systems meet the obligations to the ADE. Plans for monitoring and reporting on the effectiveness of curriculum, instructional methods, and practices include:

1. Student learning: The Board will hold the school faculty, staff, and its support partner accountable for student learning. Examples of student learning outcomes include measurable learning gains, performance on the state standardized tests, and meeting or exceeding Arkansas's Annual Measurable Objectives (AMO).
2. Curriculum Alignment: The content is aligned to the Arkansas Curriculum Frameworks. If the state standards change, the curriculum can also change to maintain alignment.
3. Stakeholder feedback: The Board will take into account and hold the school responsible for implementing constructive and actionable stakeholder feedback, including feedback received from parents and students via emails, mailings and College and Work Readiness Assessment. This integrated rating system allows every student (along with every teacher and Learning Coach) to rate each lesson from one to five stars and give comments. Ratings are used by curriculum staff to identify areas of strength, as measured by student learning outcomes, as well as areas in need of improvement. This same tool is also used to measure the school's success. The College and Work Readiness Assessment system will be fully embraced by students, teachers, and the school's leadership as a dynamic means to provide real-time feedback on the quality of the curriculum and the school.

4. Parent satisfaction: The Board is focused on parent satisfaction. Parents enroll students in Charter schools for a variety of reasons. LSA will measure parental satisfaction and use the data to improve the school. LSA families will be given an annual opportunity to participate in a thorough parent satisfaction survey, conducted by an independent market research firm and overseen by the Board. The school will aim for at least 90% of families to agree that the curriculum is high quality and that they are satisfied with the educational program and instruction.
5. School growth: LSA has a responsible plan for school growth, balancing the desire to serve as many students as possible with the challenges of a growing school that positions both the students and LSA for future success. The school hopes to responsibly grow from 150 students (Year 1) to up to 350 (Year 3) through a combination of parent outreach, high student retention rates, and word-of-mouth recommendations and referrals by local families.
6. Compliance with state and federal laws: The Board will ensure the school is compliant with all applicable state and federal laws regarding public education and specifically charter schools, including ADE policies. This compliance will include the timely and accurate reporting of required state data.
7. Fiscal accountability: The Board is fully committed to fiscal accountability, including cost control, responsible growth, and regular audits. At a minimum on a monthly basis, the Board Treasurer will review all invoices and expenditures and the Board will review a re-forecasted budget in order to adjust to unexpected financial events on a timely basis. The Board will also continually examine processes to make sure best practices are being followed and solid financial accountability is being upheld.

LSA and its Board members will ensure that the school will open on time the first year. In the event that enrollment is less than anticipated, the school would remain financially viable and the model would remain consistent with the adopted budget. Most expenses of the school are anticipated to be variable instead of fixed. This will ensure the majority of expenses will flex up and down with enrollment, thus cushioning the impact of lower than estimated revenue due to an enrollment shortfall.

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

**Applicant Response:**

A.C.A. § 6-23-106 requires each open-enrollment charter school applicant to review the potential impact of the proposed charter school on the efforts of affected public school districts to comply with court orders or statutory obligations to create and maintain a unitary system of desegregated public schools. The following desegregation analysis explains that LSA's charter approval will not negatively impact the desegregation efforts of any public school district in the state. LSA will operate as a public school; may attract and enroll students across the entire County. LSA cannot fully predict the demographics of its student body, but it will not discriminate in its admissions on the basis of gender, national origin, race, ethnicity, religion, disability, or academic or athletic eligibility. If applications for enrollment exceed the set enrollment cap, LSA will use a random, anonymous lottery for admissions.

Since LSA could potentially draw students from each district, enrollment is not expected to be concentrated in any particular district, meaning that no particular school district will be severely or adversely affected. It is reasonable to expect that at least some of the students that choose to enroll in LSA may previously have been enrolled in private, parochial, or home schools. These students would have no impact on the desegregation efforts of any public school district. Even if all students that enroll in LSA do come from public school districts, this is a small fraction of the approximately 7,000 Arkansas public school students.

All school districts, of course, are continuously bound by the U.S. Supreme Court's decision in *Brown v. Board of Education* which requires the operation of a unitary and desegregated system of public schools. It is extremely unlikely, however, that the enrollment of a mere 150-400 students or less from numerous school districts across the state will hamper any active efforts to maintain a unitary school system for any particular school district or districts. (LSA is seeking an enrollment cap of 150 students for the first 3 years of operation, and a cap of 350 students for years 4 and 5.)

LSA plans to operate a public charter school in Lockesburg within the boundaries of the DeQueen, Ashdown, Dierks, Nashville, Mineral Springs, Horatio, Foreman, and Cossatot K-12 School District. Even assuming that the majority of the 150-400 students who may enroll in LSA come from the DeQueen School District and its seven contiguous districts, which again is not likely, it's hard to imagine that 150- 400 students could affect the racial makeup of approximately 7,000 students enrolled in the seven school districts in question. The DeQueen school district currently have a student body of over 65% Hispanic/Latino students with 31% White students being the highest minority concentration. The Ashdown School Districts both have a student body of approximately 62% white students with 27.7% Black students making up the highest minority concentration. Nashville at 22.6% Black, 22.0% Hispanic/Latino and 51.7% White respectively. The only school district with less than a 50% white student body is Mineral Springs with 65% Black, 19.7% White, and 13.8% Hispanic/Latino. The Foreman School District has a student body of just 76.3% White students, 13.3% Black students, 6.2% Hispanic/Latino. Horatio 70.8% White, 23.9% Hispanic/Latino. Dierks has 90.2% White and Cossatot K-12, 63.1% White and 28.5% Hispanic/Latino is the minority. These seven districts, as a whole, enjoy a fairly diverse student body. (Student body information is based on that published by the ADE Data Center for the 2014-2015 school year.) It's unlikely that any of these districts are struggling to maintain desegregated schools. It's even more unlikely that LSA could negatively impact any desegregation efforts currently in place.

Based on the analysis presented, LSA will not negatively impact the desegregation efforts of the School Districts (where administrative offices will be housed) the seven contiguous districts to the DeQueen School District, or any other school district throughout the state. LSA will operate in full compliance with all state and federal statutory and regulatory requirements for the creation and maintenance of desegregated public schools.

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

**Applicant Response:**

**Waiver Topic: Alternative Learning Environment**

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**Statute/Standard/Rule to be Waived**

**Arkansas Code Annotated**

- Alternative Learning Environments (ALE)  
Ark. Code Ann. §§ 6-15-1005(b)(5) , 6-18-503(a)(1)(C)(i), and 6-48-101 et seq.

**Standards for Accreditation**

- Standard for Accreditation 19.03

**ADE Rules**

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

**Rationale for Waiver**

Students will not currently need a separate ALE program. Teachers will educate, provide discipline and intervention responses for students with disciplinary, socially dysfunctional, or behavioral problems, but will not provide a physical ALE center.

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**Waiver Topic: Library Media Specialist**

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**Statute/Standard/Rule to be Waived**

**Arkansas Code Annotated**

- Licensed Library Media Specialist Ark. Code Ann. §§ 6-25-103 & 104

**Standards for Accreditation**

- Standards for Accreditation 16.02.3

**ADE Rules**

- NA

**Rationale for Waiver**

LSA will not have a Library Media Specialist in years 1-3 but each class will have access to computers and grade level reading materials.

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**Waiver Topic: Gifted and Talented**

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**Statute/Standard/Rule to be Waived**

**Arkansas Code Annotated**

- Gifted & Talented Programs Ark. Code Ann. §§ 6-42-101 et seq. and 6-20-2208(c)(6)

**Standards for Accreditation**

- Standards for Accreditation 18.0

**ADE Rules**

- ADE Rules Governing Gifted and Talented Program Approval Standards

**Rationale for Waiver**

LSA's mission is to educate all students where they are in their learning. Students that are advanced will have more challenging academia.

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**Waiver Topic: School Year**

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**Statute/Standard/Rule to be Waived**

**Arkansas Code Annotated**

- Start and End Dates for School Year Ark. Code Ann. § 6-10-106 ACA  
ACA §6-16-102 School day  
ACA §6-18-211 Mandatory attendance for students in grades nine through twelve  
ACA §6-18-213(a)(2) Attendance records and reports generally

**Standards for Accreditation**

- Standards for Accreditation 10.01.4 & 14.03

**ADE Rules**

- ADE Rules - Mandatory Attendance Requirements for Students in Grades Nine through 12

**Rationale for Waiver**

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**Waiver Topic: Superintendent Licensure**

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**Statute/Standard/Rule to be Waived**

**Arkansas Code Annotated**

- Superintendent Licensure Ark. Code Ann. §§ 6-13-109 & 6-17-427 ACA §6-17-302 Public school principals - Qualifications and responsibilities ACA §6-17-309 Licensure – Waiver

**Standards for Accreditation**

- Standards for Accreditation 15.01

**ADE Rules**

- ADE Rules Governing the Superintendent Mentoring Program

**Rationale for Waiver**

While certified superintendent and administrators will be sought, the Board would like the discretion to hire the best leader for the school that is available. This will increase student achievement by providing students with the most effective teachers and a robust catalogue of courses.

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**Waiver Topic: School Board**

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**Statute/Standard/Rule to be Waived**

**Arkansas Code Annotated**

- ACA §6-13-608 Length of directors' terms  
ACA §6-13-611(b) and (c) Vacancies generally  
ACA §6-13-612 (c) Vacancy – Conviction of a felony  
ACA §6-13-613 Temporary vacancies – Vacancies created by failure to participate  
ACA §6-13-619(c)(1)(A) and (d)(2) Meetings  
ACA §6-13-620(5)(A) Powers and duties  
ACA §6-13-630 Election by zone and at large  
ACA §6-13-631 Effect of minority population on election  
ACA §6-13-1301 et seq. Site-Based Decision Making  
ACA §6-14-101 et seq. School elections

**Rationale for Waiver**

LSA's Board will select its own members and adopt its own bylaws. All Board Members will be Arkansas residents and none will be employed by the school. The Board will provide for its own site-based decision making committee and school board member training. The LSA Board will allow board members to call in to a public conference line for quorum and/or voting to ensure statewide representation on the board. LSA will be the employer of school leader, even though he/she will serve at the pleasure of the Board. This flexibility will allow the Board to focus on student achievement.

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

<b>Administrative Positions:</b>		<b>2017-2018</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2018-2019</b>
<i>Line #</i>		<b>No. FTEs</b>	<b>Salary</b>	<b>No. FTEs</b>	<b>Salary</b>
1	Principal	1	\$92,000.00	1	\$92,000.00
2	Director of Teacher Leadership	1	\$55,000.00	1	\$56,750.00
3	Assistant Principal	0	\$65,250.00	1	\$65,250.00
4	Administrative Assistant	1	\$31,500.00	1	\$31,500.00
5	<b>Subtotal:</b>		\$178,500.00		\$245,500.00
6	Fringe Benefits (rate used 32 %)		\$57,120.00		\$78,560.00
7	<b>Total Administrative Positions:</b>		\$235,620.00		\$324,060.00
<b>Regular Classroom Instruction:</b>		<b>2017-2018</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2018-2019</b>
		<b>No. FTEs</b>	<b>Salary</b>	<b>No. FTEs</b>	<b>Salary</b>
8	Teachers	12	\$35,000.00	14	\$36,200.00
9	Aides	2	\$24,000.00	2	\$24,750.00
10	<b>Subtotal:</b>		\$468,000.00		\$556,300.00
11	Teacher Fringe Benefits (rate used 32 %)		\$134,400.00		\$162,176.00
12	Aide Fringe Benefits (rate used 32 %)		\$15,360.00		\$15,840.00
13	<b>Total Regular Classroom Instruction:</b>		\$617,760.00		\$734,316.00
<b>Special Education:</b>		<b>2017-2018</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2018-2019</b>
		<b>No. FTEs</b>	<b>Salary</b>	<b>No. FTEs</b>	<b>Salary</b>
14	Teachers	1	\$35,000.00	1	\$36,200.00
15	Aides	1	\$24,000.00	1	\$24,000.00
16	<b>Subtotal:</b>		\$59,000.00		\$60,200.00
17	Teacher Fringe Benefits (rate used 32 %)		\$11,200.00		\$11,584.00
18	Aide Fringe Benefits (rate used 32 %)		\$7,680.00		\$7,680.00
19	<b>Total Special Education:</b>		\$77,880.00		\$79,464.00
<b>Gifted and Talented Program:</b>		<b>2017-2018</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2018-2019</b>
		<b>No. FTEs</b>	<b>Salary</b>	<b>No. FTEs</b>	<b>Salary</b>
20	Teachers	0.5	\$35,000.00	0.5	\$36,200.00
21	Aides				
22	<b>Subtotal:</b>		\$17,500.00		\$18,100.00
23	Teacher Fringe Benefits (rate used 32 %)		\$5,600.00		\$5,792.00
24	Aide Fringe Benefits (rate used %)		\$0.00		\$0.00
25	<b>Total Gifted and Talented Program:</b>		\$23,100.00		\$23,892.00
<b>Alternative Education Program/ Alternative Learning Environments:</b>		<b>2017-2018</b>	<b>2017-2018</b>	<b>2018-2019</b>	<b>2018-2019</b>
		<b>No. FTEs</b>	<b>Salary</b>	<b>No. FTEs</b>	<b>Salary</b>
26	Teachers				
27	Aides				
28	<b>Subtotal:</b>				
29	Teacher Fringe Benefits (rate used %)		\$0.00		\$0.00
30	Aide Fringe Benefits (rate used %)		\$0.00		\$0.00
31	<b>Total Alternative Education Program/ Alternative Learning Environments:</b>		\$0.00		\$0.00

<b>English Language Learner Program:</b>		<b>2017-2018 No. FTEs</b>	<b>2017-2018 Salary</b>	<b>2018-2019 No. FTEs</b>	<b>2018-2019 Salary</b>
32	ELL Coordinator	0.25	\$42,250.00	0.25	\$42,250.00
33	ELL Teacher	2	\$35,250.00	2	\$35,250.00
34	<b>Subtotal:</b>		\$81,062.50		\$81,062.50
35	Fringe Benefits (rate used 32 %)		\$25,940.00		\$25,940.00
36	<b>Total English Language Learner Program:</b>		\$107,002.50		\$107,002.50

<b>Guidance Services:</b>		<b>2017-2018 No. FTEs</b>	<b>2017-2018 Salary</b>	<b>2018-2019 No. FTEs</b>	<b>2018-2019 Salary</b>
37	Guidance Counselor	1	\$40,000.00	1	\$4,000.00
38	<b>Subtotal:</b>		\$40,000.00		\$4,000.00
39	Fringe Benefits (rate used 32 %)		\$12,800.00		\$1,280.00
40	<b>Total Guidance Services:</b>		\$52,800.00		\$5,280.00

<b>Health Services:</b>		<b>2017-2018 No. FTEs</b>	<b>2017-2018 Salary</b>	<b>2018-2019 No. FTEs</b>	<b>2018-2019 Salary</b>
41	Nurse	0.75	\$32,000.00	0.75	\$32,000.00
42	<b>Subtotal:</b>		\$24,000.00		\$24,000.00
43	Fringe Benefits (rate used 32 %)		\$7,680.00		\$7,680.00
44	<b>Total Health Services:</b>		\$31,680.00		\$31,680.00

<b>Media Services:</b>		<b>2017-2018 No. FTEs</b>	<b>2017-2018 Salary</b>	<b>2018-2019 No. FTEs</b>	<b>2018-2019 Salary</b>
45					
46	<b>Subtotal:</b>				
47	Fringe Benefits (rate used _____ %)		\$0.00		\$0.00
48	<b>Total Media Services:</b>		\$0.00		\$0.00

<b>Fiscal Services:</b>		<b>2017-2018 No. FTEs</b>	<b>2017-2018 Salary</b>	<b>2018-2019 No. FTEs</b>	<b>2018-2019 Salary</b>
49					
50	<b>Subtotal:</b>				
51	Fringe Benefits (rate used _____ %)		\$0.00		\$0.00
52	<b>Total Fiscal Services:</b>		\$0.00		\$0.00

<b>Maintenance and Operation:</b>		<b>2017-2018 No. FTEs</b>	<b>2017-2018 Salary</b>	<b>2018-2019 No. FTEs</b>	<b>2018-2019 Salary</b>
53	Custodian	2.5	\$18,000.00	3	\$18,000.00
54	<b>Subtotal:</b>		\$45,000.00		\$54,000.00
55	Fringe Benefits (rate used 32 %)		\$14,400.00		\$17,280.00
56	<b>Total Maintenance and Operation:</b>		\$59,400.00		\$71,280.00

<b>Pupil Transportation:</b>		<b>2017-2018 No. FTEs</b>	<b>2017-2018 Salary</b>	<b>2018-2019 No. FTEs</b>	<b>2018-2019 Salary</b>
57	Bus Driver	2	\$24,000.00	2	\$24,000.00
58	<b>Subtotal:</b>		\$48,000.00		\$48,000.00
59	Fringe Benefits (rate used 32 %)		\$15,360.00		\$15,360.00
60	<b>Total Pupil Transportation:</b>		\$63,360.00		\$63,360.00

<b>Food Services:</b>		2017-2018 No. FTEs	2017-2018 Salary	2018-2019 No. FTEs	2018-2019 Salary
61	Food Service Worker	2	\$22,000.00	2.5	\$22,000.00
62	<b>Subtotal:</b>		\$44,000.00		\$55,000.00
63	Fringe Benefits (rate used 32 %)		\$14,080.00		\$17,600.00
64	<b>Total Food Services:</b>		\$58,080.00		\$72,600.00
<b>Data Processing:</b>		2017-2018 No. FTEs	2017-2018 Salary	2018-2019 No. FTEs	2018-2019 Salary
65	Operational Manager	1	\$36,250.00	1	\$36,250.00
66	<b>Subtotal:</b>		\$36,250.00		\$36,250.00
67	Fringe Benefits (rate used 32 %)		\$11,600.00		\$11,600.00
68	<b>Total Data Processing:</b>		\$47,850.00		\$47,850.00
<b>Substitute Personnel:</b>		2017-2018 No. FTEs	2017-2018 Salary	2018-2019 No. FTEs	2018-2019 Salary
69	Number of <b>Certified</b> Substitutes 2	2	\$15,000.00	2	\$15,000.00
70	Number of <b>Classified</b> Substitutes				
71	<b>Subtotal:</b>		\$30,000.00		\$30,000.00
72	Certified Fringe Benefits (rate used 23 %)		\$6,900.00		\$6,900.00
73	Classified Fringe Benefits (rate used %)		\$0.00		\$0.00
74	<b>Total Substitute Personnel:</b>		\$36,900.00		\$36,900.00
75	<b>TOTAL EXPENDITURES FOR SALARIES:</b>		\$1,411,432.50		\$1,597,684.50

**Public Charter School Application  
Estimated Budget Template**

**REVENUES**

<b>State Public Charter School Aid:</b>				<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
<b>Line #</b>	<b>2017-2018</b>				
1	Number of Students	200 X \$6,646.00	State Foundation Funding	\$1,329,200.00	
2	Number of Students	200 X \$26.00	Professional Development	\$5,200.00	
3	Number of Students	180 X \$1,051.00	NSL Funding: 70-89%	\$189,180.00	
4	Number of Students	_____ X _____	Other: <i>Explain Below</i>	_____	_____
5	Number of Students	_____ X _____	Other: <i>Explain Below</i>	_____	_____
6	Number of Students	_____ X _____	Other: <i>Explain Below</i>	_____	_____
7	Number of Students	_____ X _____	Other: <i>Explain Below</i>	_____	_____
8	Number of Students	_____ X _____	Other: <i>Explain Below</i>	_____	_____
	<b>2018-2019</b>				
9	Number of Students	275 X \$6,646.00	State Foundation Funding		\$1,827,650.00
10	Number of Students	275 X \$26.00	Professional Development		\$7,150.00
11	Number of Students	250 X \$1,051.00	NSL Funding: 70-89%		\$262,750.00
12	Number of Students	_____ X _____	Other: <i>Explain Below</i>		_____
13	<b>Total State Public Charter School Aid:</b>			<b>\$1,523,580.00</b>	<b>\$2,097,550.00</b>
	<b>Federal Charter School Aid:</b>			<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
14	Title I			_____	_____
15	Special Education			_____	_____
16	Child Nutrition			_____	_____
17	Other:			_____	_____
18	<b>Total Federal Charter School Aid:</b>			_____	_____
	<b>Other Sources of Revenues:</b>			<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
	<small>(MUST UPLOAD DOCUMENTATION VERIFYING ALL AMOUNTS LISTED AS OTHER SOURCES OF REVENUE)</small>				
19	Private Donations or Gifts			\$500,000.00	_____
20	Special Grants ( <i>List the amount</i> )			_____	_____
21	Other ( <i>Specifically Describe</i> )			_____	_____
22	<b>Total Other Sources of Revenues:</b>			<b>\$500,000.00</b>	_____
23	<b>TOTAL REVENUES:</b>			<b>\$2,023,580.00</b>	<b>\$2,097,550.00</b>

## EXPENDITURES

<b>Administration:</b>		<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
24	Salaries and Benefits	<u>\$235,620.00</u>	<u>\$324,060.00</u>
	Purchased Services (List Vendors Below)		
25	V - AD 1 Marketing-Nashville News	<u>\$3,500.00</u>	<u>\$35,000.00</u>
26	V - AD 2 Marketing-De-Queen Bee	<u>\$3,500.00</u>	<u>\$3,500.00</u>
27	V - AD 3 Telecommunication-Verizon	<u>\$6,500.00</u>	<u>\$6,500.00</u>
28	Supplies and Materials	<u>\$25,000.00</u>	<u>\$27,252.00</u>
29	Equipment		
30	Other (List Below)		
31	<b>Total Administration:</b>	<b><u>\$274,120.00</u></b>	<b><u>\$396,312.00</u></b>
 <b>Regular Classroom Instruction:</b>		 <u>2017-2018 Amount:</u>	 <u>2018-2019 Amount:</u>
32	Salaries and Benefits	<u>\$617,760.00</u>	<u>\$734,316.00</u>
	Purchased Services (List Vendors Below)		
33	V - CI 1		
34	Supplies and Materials	<u>\$50,000.00</u>	<u>\$50,000.00</u>
35	Equipment		
36	Other (List Below)		
37	<b>Total Regular Classroom Instruction:</b>	<b><u>\$667,760.00</u></b>	<b><u>\$784,316.00</u></b>
 <b>Special Education:</b>		 <u>2017-2018 Amount:</u>	 <u>2018-2019 Amount:</u>
38	Salaries and Benefits	<u>\$77,880.00</u>	<u>\$79,464.00</u>
	Purchased Services (List Vendors Below)		
39	V - SE 1 OT/PT-Speech	<u>\$38,200.00</u>	<u>\$38,200.00</u>
40	Supplies and Materials		
41	Equipment	<u>\$5,000.00</u>	<u>\$5,000.00</u>
42	Other (List Below)		
43	<b>Total Special Education:</b>	<b><u>\$121,080.00</u></b>	<b><u>\$122,664.00</u></b>
 <b>Gifted and Talented Program:</b>		 <u>2017-2018 Amount:</u>	 <u>2018-2019 Amount:</u>
44	Salaries and Benefits	<u>\$23,100.00</u>	<u>\$23,892.00</u>
	Purchased Services (List Vendors Below)		
45	V - GT 1 Waiver Request for GT		
46	Supplies and Materials		
47	Equipment		
48	Other (List Below)		
49	<b>Total Gifted and Talented Program:</b>	<b><u>\$23,100.00</u></b>	<b><u>\$23,892.00</u></b>

<b>Alternative Education Program/ Alternative Learning Environments:</b>		<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
50	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services (List Vendors Below)		
51	V - ALE 1 Waiver Request for ALE		
52	Supplies and Materials		
53	Equipment		
54	Other (List Below)		
55	<b>Total Alternative Education Program/ Alternative Learning Environments:</b>	<b>\$0.00</b>	<b>\$0.00</b>
<b>English Language Learner Program:</b>		<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
56	Salaries and Benefits	\$107,002.50	\$107,002.50
	Purchased Services (List Vendors Below)		
57	V - ELL 1 IPT, K-WAPT, W-APT and WIDA	\$25,000.00	\$25,000.00
58	Supplies and Materials		
59	Equipment	\$10,000.00	\$10,000.00
60	Other (List Below)		
61	<b>Total English Language Learner Program:</b>	<b>\$142,002.50</b>	<b>\$142,002.50</b>
<b>Guidance Services:</b>		<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
62	Salaries and Benefits	\$52,800.00	\$5,280.00
	Purchased Services (List Vendors Below)		
63	V - GS 1 Family and Human Services	\$12,000.00	\$12,000.00
64	Supplies and Materials		
65	Equipment	\$1,500.00	\$1,500.00
66	Other (List Below)		
67	<b>Total Guidance Services:</b>	<b>\$66,300.00</b>	<b>\$18,780.00</b>
<b>Health Services:</b>		<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
68	Salaries and Benefits	\$31,680.00	\$31,680.00
	Purchased Services (List Vendors Below)		
69	V - HS 1		
70	Supplies and Materials		
71	Equipment	\$3,000.00	\$3,000.00
72	Other (List Below)		
73	<b>Total Health Services:</b>	<b>\$34,680.00</b>	<b>\$34,680.00</b>
<b>Media Services:</b>		<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
74	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services (List Vendors Below)		
75	V - MS 1 Waiver requested		
76	Supplies and Materials		
77	Equipment		
78	Other (List Below)		
79	<b>Total Media Services:</b>	<b>\$0.00</b>	<b>\$0.00</b>

<b>Fiscal Services:</b>		<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
80	Salaries and Benefits	\$0.00	\$0.00
	Purchased Services (List Vendors Below)		
81	V - FS 1 Auditor_CPA	\$5,000.00	\$5,000.00
82	V - FS 2 Time & Labor	\$8,000.00	\$8,000.00
83	V - FS 3 Legal	\$2,500.00	\$2,500.00
84	Supplies and Materials		
85	Equipment		
86	Other (List Below)		
87	<b>Total Fiscal Services:</b>	<b>\$15,500.00</b>	<b>\$15,500.00</b>
 <b>Maintenance and Operation:</b>		 <u>2017-2018 Amount:</u>	 <u>2018-2019 Amount:</u>
88	Salaries and Benefits	\$59,400.00	\$71,280.00
	Purchased Services (List Vendors Below)		
	<b>INCLUDE UTILITIES</b>		
89	V - MO 1 SWEPCO	\$20,000.00	\$20,000.00
90	V - MO 2 Disposal Services-Waste Management	\$6,000.00	\$6,000.00
91	V - MO 3 Repairs and Maintenance	\$15,000.00	\$15,000.00
92	Supplies and Materials		
93	Equipment		
94	Other (List Below)		
95	<b>Total Maintenance and Operation:</b>	<b>\$100,400.00</b>	<b>\$112,280.00</b>
 <b>Pupil Transportation:</b>		 <u>2017-2018 Amount:</u>	 <u>2018-2019 Amount:</u>
96	Salaries and Benefits	\$63,360.00	\$63,360.00
	Purchased Services (List Vendors Below)		
97	V - PT 1 Bus Lease USA Coach	\$20,000.00	\$20,000.00
98	Supplies and Materials		
99	Equipment		
100	Other (List Below)		
101	<b>Total Pupil Transportation:</b>	<b>\$83,360.00</b>	<b>\$83,360.00</b>
 <b>Food Services:</b>		 <u>2017-2018 Amount:</u>	 <u>2018-2019 Amount:</u>
102	Salaries and Benefits	\$58,080.00	\$72,600.00
	Purchased Services (List Vendors Below)		
103	V - FD 1 Meal Delivery-Performance Food Group	\$100,000.00	\$100,000.00
104	V - FD 2 CN Director	\$15,000.00	\$15,000.00
105	Supplies and Materials		
106	Equipment		
107	Other (List Below)		
108	<b>Total Food Services:</b>	<b>\$173,080.00</b>	<b>\$187,600.00</b>

<b>Data Processing:</b>		<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
109	Salaries and Benefits	\$47,850.00	\$47,850.00
	Purchased Services (List Vendors Below)		
110	V - DP 1 IT Support	\$25,000.00	\$25,000.00
111	Supplies and Materials		
112	Equipment		
	Other (List Below)		
113			
114	<b>Total Data Processing:</b>	<b>\$72,850.00</b>	<b>\$72,850.00</b>
<b>Substitute Personnel:</b>		<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
115	Salaries and Benefits	\$36,900.00	\$36,900.00
	Purchased Services (List Vendors Below)		
116	V - SB 1		
117	<b>Total Substitute Personnel:</b>	<b>\$36,900.00</b>	<b>\$36,900.00</b>
<b>Facilities:</b>		<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
118	Lease/Purchase Contract for One Full Year		
	Facility Upgrades (List Upgrades Below)		
119	No Lease at this time		
120	Property Insurance for One Full Year	\$15,000.00	\$15,000.00
121	Content Insurance for One Full Year		
122	<b>Total Facilities:</b>	<b>\$15,000.00</b>	<b>\$15,000.00</b>
<b>Debt Expenditures:</b>		<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
	List Debts Below		
123			
124	<b>Total Debt Expenditures:</b>		
<b>Other Expenditures:</b>		<u>2017-2018 Amount:</u>	<u>2018-2019 Amount:</u>
	List Other Expenditures Below		
125			
126	<b>Total Other Expenditures:</b>		
127	<b>TOTAL EXPENDITURES:</b>	<b>\$1,826,132.50</b>	<b>\$2,046,136.50</b>
128	<b>NET REVENUE OVER EXPENDITURES:</b>	<b>\$197,447.50</b>	<b>\$51,413.50</b>

INTERNAL REVENUE SERVICE  
P. O. BOX 2508  
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date:

DEC 10 2015

JBH COLLEGIATE ACADEMY PUBLIC  
CHARTER SCHOOL  
503 DEER RUN CT  
SUFFOLK, VA 23434

Employer Identification Number:

47-4229203

DLN:

17053210332005

Contact Person:

JOHN JENNEWEIN

ID# 31307

Contact Telephone Number:

(877) 829-5500

Accounting Period Ending:

June 30

Public Charity Status:

170(b)(1)(A)(ii)

Form 990/990-EZ/990-N Required:

Yes

Effective Date of Exemption:

July 13, 2015

Contribution Deductibility:

Yes

Addendum Applies:

No

Dear Applicant:

We're pleased to tell you we determined you're exempt from federal income tax under Internal Revenue Code (IRC) Section 501(c)(3). Donors can deduct contributions they make to you under IRC Section 170. You're also qualified to receive tax deductible bequests, devises, transfers or gifts under Section 2055, 2106, or 2522. This letter could help resolve questions on your exempt status. Please keep it for your records.

Organizations exempt under IRC Section 501(c)(3) are further classified as either public charities or private foundations. We determined you're a public charity under the IRC Section listed at the top of this letter.

You're not subject to the specific publishing requirements of Revenue Procedure 75-50, 1975-2 C.B., page 587, as long as you operate under a contract with the local government. If your method of operation changes to the extent that your charter is not approved, terminated, cancelled or not renewed, you should notify us. You'll also be required to comply with Revenue Procedure 75-50.

If we indicated at the top of this letter that you're required to file Form 990/990-EZ/990-N, our records show you're required to file an annual information return (Form 990 or Form 990-EZ) or electronic notice (Form 990-N, the e-Postcard). If you don't file a required return or notice for three consecutive years, your exempt status will be automatically revoked.

If we indicated at the top of this letter that an addendum applies, the enclosed addendum is an integral part of this letter.

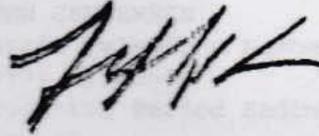
For important information about your responsibilities as a tax-exempt

Letter 947

JBH COLLEGIATE ACADEMY PUBLIC

organization, go to [www.irs.gov/charities](http://www.irs.gov/charities). Enter "4221-PC" in the search bar to view Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, which describes your recordkeeping, reporting, and disclosure requirements.

Sincerely,



Jeffrey I. Cooper  
Director, Exempt Organizations  
Rulings and Agreements

from across the area. Non-members are invited to attend and are encouraged to sign up during the event. Dues are \$50 per year.

vendors and booths set up at the conference. A veterinarian from Merial Veterinary services will be the event's keynote speaker. Mike Run-

on the latest techniques and equipment in the cattle industry. Details on this event will be released at a future date.

Point Cowboy Band: Monday: Darrell Argenbright Band; Tuesday and Wednesday: The Chosen. Wednesday night is Youth Night. A nursery will be provided and everyone is welcome to attend.

**Mt. Ida Cemetery work day Saturday, March 19**

There will be a work day at the Mt. Ida Cemetery on Saturday, March 19 beginning at 9 a.m. In the event of rain, the work day will be re-scheduled to Saturday, April 2.

**Blood drive to be held at Jonquil Fest**

LifeShare is having a blood drive Saturday, March 19 at the Jonquil Festival, Historic State Park, Washington. From 11 a.m. to 5 p.m. the blood drive will be on the Donor Coach.

**Revival services next week at Horatio FBC**

Revival services at the First Baptist Church of Horatio will be held Sunday, March 20 through Wednesday, March 23. Sunday morning service will begin at 10:50 a.m. and each evening service will begin at 6 p.m. Evangelist is Bro. Frank Henson. Special music each service will be provided by: Sunday, Cross

De Queen First Assembly's Easter Eggstravaganza will be held March 26 at 10 a.m. 10,000 prize filled eggs, lots of prizes, lots of money filled eggs plus special grand prize.

**DQ First Assembly Eggstravaganza to be held March 26**

hosting a ton of events March 19-27 that will be both entertaining and educational for the whole family. Programs include survival tactics, cast iron cooking, hikes and much more. There will also be a Lost and Found program on March 25.

For more information on the programs call the visitor



**NOTICE OF PUBLIC HEARING**

JBH COLLEGIATE ACADEMY ANNOUNCES IT'S TOWN MEETING  
**FREE REFRESHMENTS**  
 A NEW FREE, PUBLIC, NON-DISCRIMINATORY CHARTER SCHOOL IN LOCKESBURG, ARKANSAS  
**LIGHTHOUSE CHURCH**  
**SATURDAY, APRIL 9, 2016 - 11AM-1PM.**  
 3455 SOUTH CAMELLA  
 COME LET US SHOW YOU HOW DIFFERENT JBH COLLEGIATE ACADEMY EDUCATION IS. 7/4/16

Aaron Eckhart, Gerard Butler  
 DAILY MATINEES  
 12:00, 2:30, 4:55  
 SUN-THURS NIGHT 7:30  
 FRI & SAT NIGHT 7:30, 9:30

Regular Admission - Adult \$7.00  
 Child \$5.00 - Matinees \$5.00  
 ADMISSION 3-D MOVIES -  
 Adult \$9.50 Child \$7.50  
 Matinees \$7.50  
 Movie times subject to change  
 check schedule at  
 www.mccourtainscinema.com  
 or call 580-286-2220  
 for Showtimes



innocent when I trust Jesus. Sin has been punished and I receive the righteousness of Jesus. Hear Romans 3:26, "... That he might be just. (Sin was punished) and the justifier of him which believeth in Jesus."

But it doesn't end there. Jesus rose bodily from the dead. I Cor. 15:4, "and that He was buried, and that He rose again the third day according to the Scriptures." But there's more! Because He was punished for my sin and I have received His imputed righteousness, I will experience resurrection too! John 14:19, "... Because I live, ye shall live also." Philippians 3:21, "Who shall change our vile body that it may be fashioned like unto His glorious body..."

Why do we celebrate the resurrection? Because it is the proof and the promise of our salvation!  
Come and share in our Resurrection Celebration on March 27th! Horatio First Baptist Church, 207 Hazard Street, Horatio, AR 870-832-2281

Want to know more? Call 870-832-2281 or visit the First Baptist Church of Horatio, where we know that "God is Good..." All the Time" and where we meet to worship and study Sunday evenings at 9 p.m. and Wednesday evenings at 6 p.m.

404 De Queen Ave.  
Or e-mail editor@dequeenbee.com

**NOTICE OF PUBLIC HEARING**  
JBH COLLEGIATE ACADEMY  
ANNOUNCES ITS TOWN MEETING  
**FREE REFRESHMENTS**  
A NEW FREE, PUBLIC,  
NON-DISCRIMINATORY  
CHARTER SCHOOL IN  
LOCKESBURG, ARKANSAS  
**LIGHTHOUSE CHURCH**  
SATURDAY APRIL 9, 2016 • 11 A.M.-1 P.M.  
3455 SOUTH CAMELIA  
COME LET US SHOW YOU HOW  
DIFFERENT JBH COLLEGIATE ACADEMY  
EDUCATION IS.

Susan and Todd Cuppae and Barbara and Jeff Jarvis, all of Rowlett, Texas; one son, Robert Gregg Parker of Dallas, Texas; five grandchildren, Patricia Steuwe, Adam LupPlace, Amanda Jarvis, Scott Jarvis and Andrew Parker; five great-grandchildren, Sarah Kennedy, Shaun Weaver, Annabelle LupPlace, Lorja LupPlace and Jase Gage; and one great-great-grandchild, Allison Kennedy.  
Funeral services for Mrs. Parker were held at 1:00 p.m., Saturday, March 19, 2016, in the First Baptist Church in Horatio, Arkansas with Bro. Jerry Hill officiating. Burial followed in Horatio Cemetery, under the direction of Wilkerson Funeral Home in De Queen, Arkansas.

The family received friends from 5-7 p.m. Friday, March 18, at the funeral home.  
You may register online at  
[www.wilkersonfuneralhomes.com](http://www.wilkersonfuneralhomes.com)

March is National Nutrition Month. This is an important opportunity to recognize the role of Arkansas educators in promoting healthy living to the Arkansas' Come and Fish Commission. The dis-

I hear that we set records in attendance at the festival and I am sure the famous restaurant did more business than in past years.  
Completed. They are for im-

We have a lot of company now that we have moved to the state park in Washington, Ark. The roads are paved here and there is a lot to do in our village. Plus, Pine Bluff, Marion, Fayette-

U.S. SENATOR JOHN BOOZMAN

with some "customers," we noted that a lady was staring at our house with a benign smile. Turns out she had been conceived in our house a long time ago — she would not even have been. She knows department grants charters for

of combating hunger and creating a foundation for lifelong healthy habits. The summer months, when school is out of session, is processed at a case camp staffed by AGFC and Na-

# APRIL COMMUNITY CALENDAR

testing positive — or fail to complete the program — are excluded from receiving the funds directly and the benefits will sent to the person's family. Supporters claim the pro-

point, we don't have any idea of what this cost is going to be to us because we don't know how many (well-fare applicants) will show as 'suspicious.' ... We don't know how many will have

Valley Cemetery board annual meeting will be held Saturday, April 2, 2016 at 2 p.m. at the Gillham Methodist Church fellowship hall. All those interested in the cemetery are welcome to attend.

### Sevier County Genealogical Society to meet Saturday

The Sevier County Genealogical Society will on Saturday, April 2 at 10 a.m. at the Sevier County Museum. The program will be about the Ladd family and the Elzy Taylor mystery. The public is welcome.

### Boaters Ed Class at Cossatot River Park

WICKES — Cossatot River State Park/Natural Area will host a Boater Education class April 4-5 from 6 p.m. to 9 p.m. both days. Classes will be held in the visitor center. Anyone born after 1985 must take and pass an approved Arkansas Game and Fish Boating Education Course and carry

### Gillham April 9

Volunteers are needed to participate in Gillham's spring community improvement event on April 9 starting at 9 a.m. Trash bags will be distributed at the library. The library will also have gloves, vests, and tee shirts on a first come first serve bases.

### Launch Party for Charlie Farley at 5S Outdoors

DE QUEEN — De Queen native Charlie Farley will celebrate the launch of his newest album on Saturday, April 9 in De Queen. The event will be held at 5S Outdoors on Highway 71 North from 12:30-3 p.m. Grilled hot dogs and soft drinks will be provided.

### Cossatot Volunteer Fire Department Fundraiser is April 2

The Cossatot Volunteer Fire District are invited to enjoy a BBQ chicken dinner while enjoying area gospel band, Harmony.

### A live auction will be held at 6 p.m. Cost is \$5 per plate. Residents of the district will receive a complimentary plate if they pay their annual \$25 membership dues at the dinner. Carry out is available. For more information contact Linda at (870) 584-9592 or Katrina at (870) 642-5569

Fire District are invited to enjoy a BBQ chicken dinner while enjoying area gospel band, Harmony. A live auction will be held at 6 p.m. Cost is \$5 per plate. Residents of the district will receive a complimentary plate if they pay their annual \$25 membership dues at the dinner. Carry out is available. For more information contact Linda at (870) 584-9592 or Katrina at (870) 642-5569

**EVERY MONDAY**  
Overeaters Anonymous meeting at Wickes, 7 p.m. Call Kim, 479-216-6165 for directions.

**EVERY SUNDAY**  
Alcoholics Anonymous will conduct an open meeting at 7 p.m. at 511 W. Stillwell.

**EVERY TUESDAY**  
Mary and Martha Center after school program for ages Third through 12th grades. Vans pickup children at school. Parents pickup children at 5 p.m. at the center.

**SATURDAY, APRIL 2**  
Gillham Silver Hill Masonic Lodge meets, 7:30 p.m. at the lodge.  
Sevier County Genealogical Society meets in the Sevier County Historical Museum conference room at 10 a.m.

**MONDAY, APRIL 4**  
Horatio City Council meets at 6:30 p.m. in City Hall.

**TUESDAY, APRIL 5**  
Gillham Fire Department meets, 7 p.m.  
Ladies VFW Auxiliary Post #4521 meets at 2 p.m.

Fire District are invited to enjoy a BBQ chicken dinner while enjoying area gospel band, Harmony. A live auction will be held at 6 p.m. Cost is \$5 per plate. Residents of the district will receive a complimentary plate if they pay their annual \$25 membership dues at the dinner. Carry out is available. For more information contact Linda at (870) 584-9592 or Katrina at (870) 642-5569

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**NOTICE OF PUBLIC HEARING**  
JBH COLLEGIATE ACADEMY ANNOUNCES IT'S TOWN MEETING  
**FREE** REFRESHMENTS  
ANEM FREE PUBLIC, NON-DISC RIMINATORY CHARTER SCHOOL IN LOCKESBURG, ARKANSAS  
**LIGHTHOUSE CHURCH**  
SATURDAY, APRIL 9, 2016 - 11AM-1PM  
3455 SOUTH CAMELIA  
COME LET US SHOW YOU HOW DIFFERENT JBH COLLEGIATE ACADEMY EDUCATION IS.

74709  
STARRING: Jennifer Garner, Martin Henderson, Kylie Rogers.  
RATED PG  
TUES & FRI 4:50  
SAT & SUN/MAT 12:00, 2:30, 4:50  
SUN-THURS NIGHT 7:15  
FRI & SAT NIGHT 7:15, 9:45  
Regular Admission - Adult \$7.00  
Child \$5.00 - Matinees \$5.00  
ADMISSION 3-D MOVIES - Adult \$9.50 Child \$7.50  
Matinees \$7.50  
Movie lines subject to change check schedule at:  
www.miraclesfromheaven.com  
Or call 880-286-2220 for Showtimes

2D ANIMATED, RATED PG  
TUES & FRI MAT 4:50  
FRI & SAT MATINEES 12:00, 2:30, 4:50  
SUN-THURS NIGHT 7:15  
FRI & SAT NIGHT 7:15, 9:40  
**"GOD IS NOT DEAD 2"**  
RATED PG  
STARRING: Jesse Metcalfe, David A.R. White, Ray Wise  
TUES & FRI MAT 4:00  
SAT & SUN MATINEES 1:00, 4:00  
SUN-THURS NIGHT 7:00  
FRI & SAT NIGHT 7:15, 9:50  
**"MIRACLES FROM HEAVEN"**  
RATED PG  
STARRING: Jennifer Garner, Martin Henderson, Kylie Rogers.  
TUES & FRI 4:50  
SAT & SUN/MAT 12:00, 2:30, 4:50  
SUN-THURS NIGHT 7:15  
FRI & SAT NIGHT 7:15, 9:45

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## NOTICE OF PUBLIC HEARING

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announces its TOWN MEETING to inform the  
community of its plans to apply to the Arkansas  
Department of Education to open a new **FREE,**  
**PUBLIC, NON-DISCRIMINATORY** charter  
school in Lockesburg, Arkansas.

Lighthouse Church  
Saturday, April 9, 2016 • 11:00-1:00pm  
3455 South Camelia

**FREE Refreshments**

Come let us show you how different JBH  
Collegiate Academy education is.

## Texas Sourdough Sandwich!

Come in and enjoy this  
delicious, all-new  
Chicken Sandwich...  
served Grilled or Fried.  
Enjoy seven days a week!



411 S. Main • Nashville  
Ph. 845-4997

## Don't be PENALIZED!

All Commercial & Personal Property  
Must Be Assessed By

# May 31, 2016

*(Commercial forms **MUST** be returned or  
postmarked by this date)*

All Personal Property may be assessed  
by calling **870-845-7511** or by going  
online to **[www.countyservice.net](http://www.countyservice.net)**



*Debbie Teague*  
**Howard County  
Assessor**

## KITES CAN DAMAGE SWEPCO LINES

SHREVEPORT, La., March 22, 2016 — AEP Southwestern Electric Power Company (SWEPCO) reminds its customers that metallic coatings on mylar helium balloons and on kites can cause damage to SWEPCO's electrical system and cause power losses, emphasizing the need to make sure these objects are not allowed to interfere in the lines. SWEPCO also wants to remind children, and adults too, that there are certain safety precautions that should be taken concerning kites and power lines.

• Never use wire, tinsel or any metal in kite construction or as string—they can conduct electricity.

• Never fly a kite near this spring.

Remember to follow simple safety rules for a fun and safe kite-flying outing.

Check out...

# The Nashville News

~ **Group & Individual** ~  
◆ Health ◆ Life ◆ Dental ◆  
◆ Medicare Supplement ◆  
**For more information, call**  
**(870) 845-5930 Office**  
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**Southwest Arkansas Domestic  
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(SWADV/CC)**  
Battered Women's Center and  
Sexual Assault Services  
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*There will be a box in the Nashville  
News set up to collect supplies for the  
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Dish Soap, Hand Soap, Toiletries,*

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**NOTICE OF PUBLIC HEARING**

**.JBH Collegiate Academy**  
announces its **TOWN MEETING** to inform the community of its plans to apply to the Arkansas Department of Education to open a new **FREE, PUBLIC, NON-DISCRIMINATORY** charter school in Lockesburg, Arkansas.

Lighthouse Church  
Saturday, April 9, 2016 • 11:00-1:00pm  
3455 South Camelia  
**FREE Refreshments**

Come let us show you how different JBH Collegiate Academy education is.

# COMMUNITY 7

\*-Denotes all A's

**KINDERGARTEN:** \*Adan, Albiter, \*Keeli Partee, \*Landon White

**FIRST GRADE:** \*Rilee Faulkner, Drake Golden, Patrick Kitchens, Abigail Tomblin

**SECOND GRADE:** Trace Dorse, Ashlynn Egger, \*Delaney Ford, Selena Garcia, \*Brayam Salaites, \*Saedee White

**THIRD GRADE:** Addison Egger, \*Blake Eskew, Olivia Estep, \*Christopher Tomblin, Jazmin Trejo, Jose Zaragoza

**FOURTH GRADE:** Jon Antonio, Brooklyn Bearden, Baylee Carter, Haley Carter, Samantha Chambers, Abigail Cook, Miranda Dorse, Isaac Egger, \*Jalyn Estep, \*Ricardo Frias

**FIFTH GRADE:** \*Titus Eskew, Yahir Garcia, Kelvin Vasquez

**SIXTH GRADE:** Logan Barnett, Tyler Dorse, Alexandra Efirod, Josue Marquez, \*Allie McConnell, Ben O'Neal, Gracie Turner, Jaydan White

**SEVENTH GRADE:** Lainey Eason, James Estep, \*Kelsie Faulkner, Selena Zaragoza

**EIGHTH GRADE:** \*Isabel Antonio, Michael Arivett, \*Madison Cook, Christian Gomez, Javier Salinas

**FRESHMEN:** Aubrey Crawford, Taylor Dorse, Hailey Dowdy, Kinsey Ferguson, \*Savanah Henegar, Miriam Marquez, Emily McCarley, Lexi Moore

**SOPHOMORES:** Stacy Dunson Jr., \*Luis Salinas, \*Mae-ghan McCarley, Kasie Miles, \*Griselda Salinas, Lyndsey Thomas

**JUNIORS:** \*Karlie Alexander, Danielle Cocke, Yaremi Gomez, \*Natalie Henegar, \*Desmond Pinson, Angelica Salinas, Anthony Vaughn, Lindon Vaughn

**SENIORS:** Bailey Lott, \*Yessica Martinez, Amanda Parsons, Sebastian Ratliff, Rosa Salinas

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**PRIME LOCATION ~ ATTENTION INVENTORS**

## REAL ESTATE AUCTION

Saturday - APRIL 2 ~ 11 AM

101 Broadway, Glenwood AR, 71943

Cynthia Green  
207A Old Hwy 24  
Horatio, AR 71842  
April 22, 2016

Dear Arkansas Board of Education:

I am writing to day in regards to the possibility of a JBH Academy charter school being opened in Lockesburg, AR. I grew up in Lockesburg my entire life. I attended kindergarten there, learned to read and write, met my first friends, lost my first tooth, played basketball and had my heart broken for the first time. Lockesburg has always been where my roots are. I proudly say that I will always be a Lockesburg Darter.

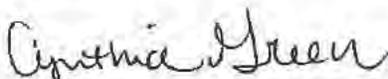
My husband and I chose to raise our family there so that they would have the chance to be a Darter as well. Unfortunately, that didn't happen. Our daughters have to ride the school bus for an hour one way, twice a day. They are up by 5 o'clock every morning and waiting on the bus at 6:30 a.m. That makes a very long day for a child. They are so tired from getting up so early that the evenings are a struggle to get their homework done.

The Lockesburg community would greatly benefit from this school opening in our community. Our children could attend school where they live not 20 miles away. Our little loving, caring community would have the chance to prosper and grow again. The schools being so far away has been the cause of some members of our community to consider moving from the homes their families built and grew up in, to other towns for their children to feel more involved in their school.

The talk of this school opening up has lit a spark in Lockesburg. Our parents are hopeful again and the children are excited! The charter school being discussed has brought our community back together once again and has given them hope.

Whatever your decision, please accept my sincere thanks for your time and consideration of my request.

Sincerely,



Cynthia Green

To Whom it may Concern:

My name is Ashley Wilson. My husband Ben & I are residents of Lockesburg. We were both privileged to be graduates of Lockesburg High School before its closure. We have two sons that are 9 years and 2 years old. Our oldest son is currently enrolled in Dierks School District which is over 20 miles away from our home. We sent him there as opposed to De Queen due to the smaller Elementary school. I believe that children in smaller districts are more likely to receive personal attention from their teachers.

A school in Lockesburg would be valuable to not only students, but the community in general. It would create jobs that lift the community after the closure of the Lockesburg High School and Elementary School. Our community is centrally located and on a well traveled highway making it a prime location for a specialty school to bring in not only citizens of Lockesburg but students of surrounding districts.

A STEM academy would be beneficial to all students of our area. I am a nurse and I believe that science and math as well as technology are extremely important parts of any school curriculum. Having a school that emphasizes these aspects of ~~education~~ education would be important for the growth of our children's futures. Science, math, and technology fields are all growing and will give our children the best head start to becoming successful adults and contributing members of society.

Please consider the placement of a school back in Lockesburg for our community and for our children.

Ashley Wilson  
Ben Wilson

P.O. Box 472  
Lockesburg, AR 71846  
(870) 584-9492 and (870) 784-3468

April 22, 2016

Arkansas Board of Education:

As I write this I want to express my complete and total support for re-establishing a school in the Lockesburg area. I do not currently have a child that this will directly impact but I have grandchildren and children from my church that could be greatly helped by a local school. As an area Pastor I know very well the effect this can have on our community and its children. I believe that a smaller classroom and more teacher interaction is very valuable. The emphasis that a S.T.E.M. school would provide would be a wonderful and much needed addition to the local school offerings. In a world where Science, Technology, Engineering and Math are so highly utilized...a school specializing in this type education would be a tremendous asset to the local area.

The removal of smaller schools in our state, I believe, was a huge mistake and has done tremendous harm to our children and our communities. Children now ride buses for up to 4 hours a day...and we should be ashamed!!! I personally know of children who get on the bus as early as 6am... two full hours before school!!! Children should be able to be educated in their own community with children and friends of theirs instead of being fragmented and bused all over the local area. A sleepy and tired student does not learn well...and we have done that to our children!!! Currently children from our old school district have been fragmented into up to 5 different school districts. This has had a negative impact on our town and our community as a whole!!

I pledge my support for the Lockesburg S.T.E.M. Academy and I ask that you please support this school and support our children!!!

Sincerely,



Buster Dellinger

Dear Arkansas Board of Education,

I write to ask you to consider the opening of a JBH Academy charter school in Lockesburg. I have lived in Lockesburg my whole life and now I teach preschool here. I love this small, friendly town and want nothing more than to see it grow and prosper. Though we lost our public school to consolidation in recent years, we hold tight to the hope that we can heal and grow again as a community. Educating our children here is vital to that hope.

Lockesburg is a small town with a population of just seven hundred and eleven lovely people. When talk of the school's closure first began circulating, back in the early 2000s, I was in junior high. I remember that people felt afraid and rushed to enroll their children in nearby schools. They were trying to protect their children, but their fear only hastened our decline. With too few students to meet the state's enrollment requirement, the high school closed. I settled in Lockesburg after I married, and I was lucky enough to send my daughter to school here for Kindergarten and first grade. But again the student population was not high enough and the elementary closed its doors.

However, talk of the charter school has renewed hope in the people of Lockesburg. That old talk of "leaving before the school closes" has been replaced with a commitment to stay and help a new school grow. We have many reasons to be optimistic. The town has made some improvements in infrastructure and added business in recent years. Our children, weary of long bus rides and unfamiliar teachers, are hopeful that they might attend school in the community in which they live. People have such nice things to say about the charter school and its CEO, Michelle Burgess. Things seem to be looking up.

Thank you so much for your consideration. I am looking forward to the opportunities this charter school will open up to Lockesburg's students and community.

Sincerely,

A handwritten signature in cursive script that reads "Casey Hardaway". The signature is written in dark ink and is positioned above the printed name.

Casey Hardaway

April 19, 2016

Arkansas Dept of Education:

I am writing to express my support for JBH Collegiate Academy and the creation of a charter school in Lockesburg, Arkansas.

Losing our school to consolidation has had a dramatic negative impact on our community. Our school was so important to the health and vitality of our town.

As the public librarian it saddens me that because of the long bus commutes grade school children are limited in their ability to use the library during school days when they are likely to need the services provided there the most.

We all would be so excited to see our children return to Lockesburg.

Wendy Clay  
963 Hwy. 24E  
DeQueen, AR 71846  
817-404-7802

## 2017-2018 Teacher and Student Calendar

Event	Date
<i>First Day of School (Teachers)</i>	July 17, 2017
<i>Professional Development</i>	July 18-21, 2017
<i>K-5 Parent Meeting</i>	August 1, 2017
<i>First Day of School (Students)</i>	August 14, 2017
<i>Kindergarten Screening</i>	August 21-25, 2017
<b>Labor Day</b> (No School in Session)	September 4, 2017
<b>Professional Development/Early Dismissal</b>	September 15, 2017
<b>Columbus Day</b> (No School in Session)	October 9, 2017
<b>First Quarter Ends</b>	October 13, 2017
<b>Parents Conference Day; Early Dismissal</b> (No School in Session)	October 20, 2017
<b>Veterans Day</b> (No School in Session)	November 9, 2017
<b>Thanksgiving Break</b> (No School in Session)	November 22-24, 2017
<b>Winter Break</b> (No School in Session)	December 21/ - 1/2, 2018
<b>Professional Development</b> (No School in Session)	January 4, 2018
<i>First Semester End Date</i>	January 12, 2018
<b>Dr. Martin Luther King, Jr. Day</b> (No School in Session)	January 16, 2018
<b>Parent Conference Day</b> (No School for Students)	February 19, 2018
<b>Spring Break</b> (No School in Session)	March 19-23, 2018
<b>Memorial Day</b> (No School in Session)	May 28, 2018
<i>Last Day of School Students</i>	June 1, 2018
<i>Last Day of School Teachers</i>	June 15, 2018

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

Lessor(Owner): \_\_\_\_\_

Lessee(Tenant): \_\_\_\_\_

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

Describe the present use of the facility:

Proposed Location is 124 Darter Circle Lockesburg, AR 71846

Address of Premises: TBD

Square Footage: \_\_\_\_\_

Terms of Lease: \_\_\_\_\_

Rental Amount: \_\_\_\_\_

Contingency:     The terms of this agreement are contingent upon

\_\_\_\_\_

*Sponsoring Entity*

receiving a charter to operate an open-enrollment public charter school approved by the authorizer by August of 2017

Statutory Language Concerning No Indebtedness:

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

Lessee: \_\_\_\_\_

By: \_\_\_\_\_ Date \_\_\_\_\_

Lessor: \_\_\_\_\_

By: \_\_\_\_\_ Date \_\_\_\_\_

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

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

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

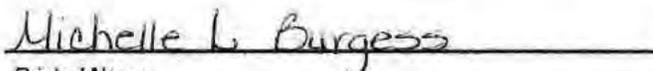
However, open-enrollment public charter schools may enter into lease-purchase agreements for school buildings built by private entities with facilities bonds exempt from federal taxes under 26 USCS 142(a) as allowed by Arkansas Code Annotated § 6-20-402. No indebtedness of an open-enrollment public charter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

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

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

  
Signature of President of the Sponsoring Entity Board of Directors

  
Date

  
Printed Name